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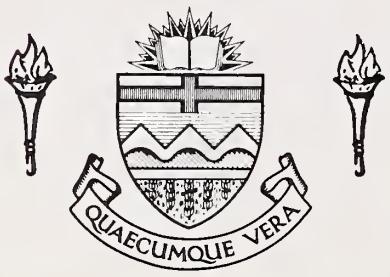
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# **1978 ALBERTA SOCIAL STUDIES CURRICULUM INTERIM EDITION**



## ACKNOWLEDGEMENTS

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For their efforts in guiding the development of this curriculum, Alberta Education acknowledges with appreciation the contributions of the following members of the Social Studies Curriculum Co-ordinating Committee:

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## PREFACE

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### BACKGROUND TO THE 1978 ALBERTA SOCIAL STUDIES CURRICULUM, INTERIM EDITION

The process of designing and developing Alberta's 1978 Social Studies Curriculum, Interim Edition, began during the 1974-75 school year with the Downey Assessment of the 1971 Social Studies Curriculum, Grades 1-12, and its implementation in Alberta classrooms. The December, 1975, **Report of the Assessment** concluded that there had been "considerable slippage" in the translation into practice of the 1971 curriculum but that the curriculum had the potential to "generate exciting and appropriate programs". Prominent among the recommendations of the report were that the 1971 curriculum be re-written to clarify its intents, and that a variety of exemplary support materials be developed and provided to Alberta teachers to demonstrate applications at the instructional level.

By early 1977 it was clear, from the response of teachers, students and the general public to preliminary curriculum revisions, that serious concerns beyond those identified in the 1975 assessment were emerging in Alberta. Three concerns were particularly prominent, and have been addressed in this interim curriculum:

- adequacy of Canadian Studies (particularly Canadian history and geography);
- detail and specificity of grade level content and objectives;
- identification of primary (prescribed) learning resources.

The interim edition represents a concerted attempt to build upon the recommendations of the 1975 Downey Report while taking into full consideration needs and expectations that have been expressed more recently. From another perspective, it represents the culmination of sixteen preliminary curriculum drafts, the work of more than one hundred Alberta educators on curriculum development and validation committees, and the input of several thousand teachers and interested citizens who attended reaction meetings across the province in 1977 and early 1978.

### FIELD-TESTING OF THE 1978 ALBERTA SOCIAL STUDIES CURRICULUM, INTERIM EDITION

The 1978 revised social studies curriculum is "interim" in nature. Field-testing will be conducted over a three-year period (1979 to 1981) and will encompass both the social studies curriculum and the high school social sciences 20-30 program. Finalized programming will be established in 1982. The continuing co-operation of teachers and citizens in contributing to the refinement of Alberta's social studies curriculum is anticipated with sincere thanks.

# OVERVIEW OF THE 1978 ALBERTA SOCIAL STUDIES CURRICULUM, GRADES 1-12

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## SOCIAL STUDIES AS CITIZENSHIP EDUCATION

*Social studies is the school subject in which students learn to explore and, where possible, to resolve, social issues that are of public and personal concern.*

*The objectives of the 1978 Alberta Social Studies Curriculum, Interim Edition, assume that carefully selected learning experiences related to inquiry into significant social issues will help students develop sensitivity to their human and natural environments, intellectual independence, moral maturity, and effective participation in community affairs. These characteristics are believed necessary for constructive community, Canadian, and world citizenship in the coming decades.*

The social issues that form the basis of the 1978 Alberta Social Studies Curriculum exist in the political, economic, and socio-cultural life of the local community, the province, the nation and the world. They have been selected to acknowledge that the real world is neither "all good" nor "all bad" and that human achievements, enterprise, and ingenuity represent a significant, though not total, dimension of social reality.

The process of exploring and resolving social issues is extremely complex. In simplest terms, it encompasses three broad areas of human competence:

- **Values:** sensitivity to the value positions of oneself and others, and the ability to make reasoned choices among competing values;
- **Knowledge:** basic information and significant ideas from both the past (history) and the present (geography and the social sciences, as well as relevant aspects of literature, art and music); and
- **Skills:** specific competencies that are required to conduct research at all stages of the inquiry process, and to participate purposefully with other people in democratic processes.

The objectives of the 1978 Alberta Social Studies Curriculum, Interim Edition, have been developed to address these areas of human competence and to ensure that education for citizenship in Alberta schools is systematic, sequential and comprehensive.

## PRESCRIBED CONTENT AND OBJECTIVES

The 1978 Alberta Social Studies Curriculum has been designed to ensure that all Alberta students achieve a basic foundation of value, knowledge, and skill objectives. Prescribed objectives have been selected and validated to take into account students' ages and interests, and to ensure a logical sequence of learning experiences through the elementary and secondary grades.

Social studies content and objectives are prescribed for three-quarters of the class time that is allocated to social studies. One quarter of the total class time for any given year is available for inquiry into issues that are selected by teachers, students and community. The following guidelines should be used to organize the one-quarter time:

- *Topics and issues from the structured three-quarter time may be extended.*
- *Topics should be selected by teachers and students in co-operation. Topics should also reflect the interests and ideas of the community, where possible.*
- *Topics should help students develop an awareness of, and concern for, current affairs at the community, national and global levels.*
- *Students should be involved in determining specific issues for inquiry, as well as methodologies for research, and resources to be used. As students progress through the grades, the extent to which they can assume responsibility for directing their own inquiry in the one-quarter time increases.*

## **PREScribed TIME ALLOCATIONS PER TOPIC**

In grades one to ten, three topics per grade are prescribed for inquiry. In grades eleven and twelve, two topics per grade are prescribed. At all grades, the final responsibility for determining the time allocation for prescribed topics rests with school authorities. To ensure that minimum requirements are met in each student's total social studies program, however, *an equivalent of four weeks' class time must be devoted to each topic at all grade levels.* (This allocation assumes that programs in grades ten to twelve are semestered.)

## **LEARNING RESOURCES AND SUPPORT MATERIALS**

### **Prescribed Learning Resources**

Policies regarding prescribed resources for the 1978 Alberta Social Studies Curriculum are as follows:

- Three to ten items (print and non-print) per grade are available for purchase through the School Book Branch.
- Resources, once prescribed, will remain prescribed and listed in School Book Branch catalogues for a minimum of three years.
- Resources that have "prescribed" status are available to school jurisdictions at a 40% discount if purchased through the School Book Branch.

### **Secondary (Supplementary) Resources**

Additional materials may be used, and are encouraged for use, in social studies classes. A variety of secondary resources is available for purchase through the School Book Branch. Teachers are reminded that the selection of resources beyond the prescribed and supplementary resource listings of Alberta Education is subject to the approval of local school boards.

### **Support Materials**

A variety of support materials is being provided by Alberta Education to assist teachers of social studies in the implementation of the 1978 Alberta Social Studies Curriculum.

These include:

- **Social Studies Teaching Units:** Detailed teaching units at each grade level are being developed. These units address grade level topic objectives and are designed to make maximum use of prescribed resource materials. Where prescribed resources for a topic have not been identified, teaching units will be self-contained.

- **Alberta Heritage Learning Resources Project Materials:** An extensive variety of materials for social studies is being developed under the Alberta Heritage Learning Resources Project. The KanataKits Project, for example, comprises self-contained multi-media resource units that complement the social studies curriculum. Other Heritage Project materials, particularly the Junior Atlas of Alberta, Relief Model of Alberta, and Books for Young Readers, will provide assistance to social studies teachers in the implementation of the Alberta social studies curriculum.

- **Monographs:** A selection of monographs on topics of special significance to social studies teachers will be developed and made available to Alberta educators and other interested persons upon request. Monographs will be developed on the basis of needs identified during the field-testing process. The first monograph, *A Handbook for Unit Planners*, is being designed to help curriculum planners translate the interim curriculum guidelines into detailed social studies curriculum units.

# CONTENT OF THE 1978 ALBERTA SOCIAL STUDIES CURRICULUM

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## MAJOR COMPONENTS OF CURRICULUM CONTENT

The content of the revised social studies curriculum is specified in terms of two major components:

- *Topics, and*
- *Issues.*

Three topics per grade are prescribed for grades one to ten, and two per grade for grades eleven and twelve. For each topic one general value issue and several related social issues have been identified. A minimum of one social issue per topic is prescribed for inquiry by students.

## TOPICS

*Topics define the context for inquiry into social issues.*

A "topic" might pertain to a time period, a geographic region, a culture, or a system of human organization. Topics have been selected to acknowledge the following criteria:

- *The stages of development and interests of students.*
- *Learning and teaching resources presently available in schools.*
- *Concerns of particular prominence at the present time; for example, those relating to human rights, the natural environment, and the marketplace.*
- *A balance of past/present/future time dimensions.*
- *A balance of local/Canadian/global studies.*
- *A broad spectrum of Canadian Studies.*

Regarding the latter criterion, the 1978 Alberta Social Studies Curriculum recognizes the current concern of most Canadians that students be given opportunities to become more knowledgeable about their country. The allocation to Canadian Studies has been increased substantially in the revised curriculum, and constitutes about 50% of the total prescribed program.

**Canadian Studies are sequentially structured through the curriculum as follows:**

- Grades 1-3: Students are introduced to the broad features of Canadian culture, to urban and rural lifestyles, and to the concepts of "passage of time" and "change" in their own local communities.
- Grades 4-6: Students develop a broad awareness of the following content areas:
  - Lifestyles in major eras in Alberta's history;
  - Alberta's physical features and natural resources;
  - Events surrounding the creation of Alberta as a province;
  - Alberta's place in Canada;
  - Canadian history to the settlement of Western Canada;
  - Canada's demographic and economic regions;
  - Political processes and institutions at the local, provincial and national levels.
- Grades 7-9: Students develop an in-depth understanding of the following content areas:
  - Canada as a multicultural society;
  - The development of Canadian political institutions in the pre- and post-Confederation eras;
  - Basic Canadian institutions and the ways in which they have evolved to reflect the needs and identity of Canadians;
  - The influence of geography on Canadian culture and on major industries such as agriculture, manufacturing, transportation and communications.

**Grades 10-12:** Students develop an in-depth understanding of the following content areas:

- The economic, geographic, historical, cultural and political factors influencing national unity;
- The political and civil aspects of human rights today and in Canada's past;
- Canada's political and economic systems;
- Canada's economic, political and cultural relations with other nations.

## ISSUES

For each curriculum topic a general value issue has been identified. Value issues have several distinguishing characteristics, including:

- *They have a significance to human existence that transcends everyday affairs.* As such, they are designed to provide a focus for teachers rather than a focus for students;
- *They represent "dilemma" situations.* That is, they contain conflicts of "competing values" (or ethical principles) and resolution of them is more than a scientific process; it includes making value judgments.
- *They subsume a variety of more specific issues including social issues, factual issues, definitional issues, and policy issues. For example,*

**Value Issue:** Should preservation of culture be regarded as more important than technological progress?

**Social Issue:** Should the Innuitt change under the influence of modern technology? (OR, Should the Innuitt in Canada's North use dog sleds or snowmobiles?)

**Factual Issue:** How has technology (e.g., snowmobiles) affected the Innuitt way of life?

**Definitional Issue:** What do we mean by "progress"?

**Policy Issue:** Should new government policies be created to guarantee the preservation of Native lifestyles?

Social issues provide the basis for student inquiry into curriculum topics. They have several distinguishing features, including:

- *They reflect disagreements about significant social concerns which confront citizens in everyday public life;*
- *They relate the general value issue for a topic to specific topic content.* Teachers are encouraged to modify social issues to maximize their appropriateness to the interests and abilities of students;
- *They contain a value dimension, and reflect the conflict between "competing values" that is inherent in the value issue for the topic.* Teachers and students will frequently identify alternative competing values to those listed for social issues, and will also find that choosing between competing values is a complex operation that frequently cannot be reduced to an "either/or" situation.

*At least one social issue per curriculum topic is prescribed for study by students.*

# OBJECTIVES OF THE 1978 ALBERTA SOCIAL STUDIES CURRICULUM

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## INTERRELATEDNESS OF OBJECTIVES

The objectives of the 1978 Alberta Social Studies Curriculum presume that students can, and should, acquire characteristics of intellectual independence, sensitivity to their human and natural environments, moral maturity, and effective participation in community affairs. These characteristics, it is believed, will be required for effective community, Canadian and world citizenship in the coming decades.

To ensure the development of these characteristics, the objectives of the social studies curriculum are organized around three specific areas:

- **Value Objectives:** sensitivity to the value positions of oneself and others, and the ability to resolve conflicts of competing values;
- **Knowledge Objectives:** the acquisition of significant ideas from the past (history) and the present (geography and the social sciences, as well as relevant aspects of art, literature and music); and
- **Skill Objectives:** specific competencies that are required to conduct research at all stages of the inquiry process and to participate purposefully with other people in democratic processes.

Statements of objectives that are prescribed for instruction with grade level topics should not be interpreted as representing specific "standards" (e.g., minimum or maximum) for universal student achievement. Rather, students should be expected to achieve objectives with degrees of insight and proficiency appropriate to their abilities and the nature of their physical and psychological learning environments.

## VALUE OBJECTIVES

*Values are basic or fundamental ideas about what is important in life; they are standards of conduct which cause individuals, groups and nations to think and act in certain ways.*

The value objectives of the 1978 Alberta Social Studies Curriculum have been designed to assist students in three aspects of growth. *At least one specific value objective for each aspect of growth is prescribed for each grade level topic.*

- *Growth in understanding of distinctive human values.*

The Alberta social studies curriculum has been designed to assist students to develop sensitive and personal interpretations of human values. Growth in this area will better equip students to resolve situations involving conflicts of competing values, ethics and principles. The values that are identified for reflection and inquiry by Alberta students exist at four levels of application:

- the level of *self*;
- the level of *group*, for example, the family, as well as broader social, cultural, and community groups;
- the level of *national community*; and
- the level of *humanity*.

Values associated with "self" that are examined at various grade levels include material welfare, health, self-reliance, initiative, and faith. "Group" values include conformity, truthfulness, law-abidance, friendliness and generosity. Values at the level of the "national community" include patriotism, national prosperity, and public service. Values at the level of "humanity" include human dignity, reverence for life, and peace. Values such as these are analyzed in the context of appropriate issues and topics throughout the curriculum to ensure that students develop increasingly mature interpretations of the ways in which values distinguish human behaviour and thought.

- *Development of appreciations, and of positive attitudes towards self, other people, and the human environment.*

Human behaviour is influenced strongly by the feelings that we experience toward ourselves, other people, and our environments. An emphasis on affective growth as a part of the valuing process may therefore assist students to establish positive interactions with their world.

Experiences in examining the relationships between feeling and behaviour may also affect the ways in which students view the goals, aspirations and ideals of others. An appreciation of, and tolerance for, the diversity of world views and lifestyles that characterize human society is a critical objective of the Alberta social studies curriculum.

Growth in positive attitudes toward self and others will likely be carried over into positive action in the broader community. The building of a “sense of community”, both within and outside the classroom, is encouraged as a vital aspect of social studies for citizenship education.

- *Development of competencies in processes of moral reasoning and value analysis.*

If people are to acquire the qualities of intellectual independence and moral maturity that characterize effective citizenship, they must be provided opportunities to develop these qualities.

Experience in moral reasoning and value analysis serves to stimulate movement through the developmental stages of moral maturity. The higher the level of moral reasoning that is brought to bear in examining a social issue, the more responsible and autonomous the resulting decision and human behaviour are likely to be. The Alberta social studies curriculum emphasizes processes of moral reasoning in the examination of complex value issues and in choosing between competing values.

## **KNOWLEDGE OBJECTIVES**

*Knowledge is one form of power. Only by “knowing” their world can people exercise even partial control of that world. Knowledge is also dynamic. Because the pool of knowledge is always growing and changing, effective citizens must have both the commitment and the skills to modify and extend their knowledge continuously.*

The knowledge component of social studies objectives is drawn mainly from history, geography and the social sciences. History, in particular, integrates much of human experience and provides an essential base for the understanding of contemporary social issues.

Knowledge can be categorized, according to its degree of specificity, into facts, concepts and generalizations. *In the knowledge component of the 1978 Alberta Social Studies Curriculum, concepts are designated as the basis for organization. A minimum of three concepts and a series of related generalizations are prescribed for each curriculum topic.*

- **Factual Knowledge:** Facts are specific items of information about things that actually exist, or that existed in the past — the activities of individuals, the dates of events, the location of places, the size of objects, and so on. Even though many specific facts may quickly lose their relevance, students need to acquire a broad base of selected factual information if higher levels of understanding are to be developed.

- **Concepts:** Whereas facts refer to particular objects or events, concepts are more abstract and may be thought of as subsuming a number of objects or events that have common attributes. For example, students in grade nine might develop the concept *technology* by relating specific facts from various disciplines:

**History:** how the Industrial Revolution developed and how technological progress changed the quality of life in Britain, Russia, North America and Latin America;

**Economics:** how technological progress and productivity are related in modern societies, such as Canada;

**Geography:** how technology is a factor influencing the contact that people in various regions of Canada have with each other today;

**Political Science:** how technological progress has created a particular balance of responsibilities between government, organized labour, and industry in Canada today.

Students in grade four might develop the concept *resources* by relating specific facts from various disciplines:

**History:** how the discovery of such natural resources as coal and oil has contributed to the exploration and settlement of Alberta;

**Anthropology-Sociology:** how the diverse ethnic basis of Alberta’s population has contributed to contemporary lifestyles;

**Geography:** how the distribution of natural resources has influenced population distribution in Alberta;

**Economics:** how natural and human resources have contributed to the relative prosperity of the province of Alberta and to issues about how resources should be used.

• **Generalizations:** Generalizations are derived through a process of relating significant ideas to each other. They provide the means by which facts and concepts can be accumulated in an organized and systematic way, and, in so doing, act as a vehicle by which new but similar situations can be understood.

Generalizations are significant statements that may have exceptions, but generally hold true. They may be very broad; for example, "All societies establish some system of governance". An example of a narrower generalization would be, "Democratic government usually functions best where the electorate has a high rate of literacy". The Alberta social studies curriculum emphasizes the importance of students developing their own generalizations from significant concepts.

Generalizations in the knowledge objectives column for grade level topics have undergone extensive processes of validation. Students' interpretations of those generalizations will depend upon the knowledge, experiences, and perspectives that they bring to the learning situation.

## ORGANIZING CONCEPTS OF THE 1978 ALBERTA SOCIAL STUDIES CURRICULUM

Through an extensive process of selection and validation, thirteen interdisciplinary concepts have been identified to provide the basic organizing ideas from which the knowledge base of the 1978 Alberta Social Studies Curriculum is developed. The concepts have been selected according to the following criteria:

— *They exist as basic organizing ideas in either history, geography, or the social sciences, and have application in a number of disciplines;*

— *They are particularly appropriate to the definition of citizenship that underlies the Alberta social studies curriculum and the processes of active citizenship that are promoted in the curriculum.*

For organization and sequential treatment of the knowledge component of the program, the thirteen concepts are grouped according to: THE HUMAN BEING AS INDIVIDUAL, HUMAN PROCESSES and HUMAN SYSTEMS (see pages 12-13). For each grade level topic a concept has been taken from each of these three categories for examination and development. Care has been taken to ensure that development of all thirteen concepts occurs at each division level — primary, upper elementary, junior and senior high school. Thus, the knowledge base for the Alberta social studies program is introduced and developed in a spiral manner throughout the grades.

In addition to the core concepts and related generalizations assigned to each grade level topic, it is anticipated that teachers will select additional concepts and generalizations they view appropriate and relevant to the students they teach.

## SKILL OBJECTIVES

The skill objectives of the 1978 Alberta Social Studies Curriculum include both **inquiry skills** and **participation skills**. **Inquiry skills** encompass eight "areas" of skills which correspond to the stages of a basic model for inquiry. The model can be expanded or modified to suit specific topics, content, resources and student maturity. **Participation skills** comprise four "areas" of skills and can be developed at all stages of inquiry. Students should be given a wide range of opportunities to participate in active learning situations with classmates and their wider social community while pursuing inquiry into social issues.

Specific inquiry and participation skills that are prescribed for grade level topics are accompanied by examples that demonstrate possible applications of skills to topic content. **To maximize systematic development through the grades, all skill "areas" are prescribed for treatment in each topic.** Teachers are encouraged to extend the range of specific inquiry and participation skills beyond those designated for topics and to modify examples that are provided, to accord with the learning abilities of students and available learning resources.

# ORGANIZING CONCEPTS OF THE 1978 ALBERTA SOCIAL STUDIES CURRICULUM

## THE HUMAN BEING AS INDIVIDUAL

### HUMAN PROCESSES

#### INQUIRY

#### HUMAN NEEDS

Human nature gives rise to certain needs — physical, social and psychological. The satisfaction of human needs is possible in a variety of ways with the result that cultures differ.

##### *Related and Sub-Concepts*

- Survival
- Recreation
- Food
- Security
- Shelter
- Beliefs
- Clothing
- Affection
- Social Orderliness
- Self-Esteem
- Communication
- Self-Actualization

#### IDENTITY

Identity is the perception that human beings have of themselves. It reflects beliefs, attitudes and traditions, and influences the social and political behaviour of individuals, groups and nations.

##### *Related and Sub-Concepts*

- Perception
- Socialization
- Individualism
- Culture
- Nationalism
- Internationalism
- Locality
- Self-Concept
- Pluralism
- Peer Group
- Sense of Community
- Regionalism
- Differences

#### INTERACTION

Human beings live collectively as well as individually. Individuals, groups and nations may co-operate to achieve goals and rewards or compete against one another. Rules are established in and between societies to lend meaning and predictability to the interaction between people and to the interaction between people and their social and physical environments.

##### *Related and Sub-Concepts*

- Dependence
- Interdependence
- Co-operation
- Exploitation
- Conformity
- Co-ordination
- Independence
- Domination
- Conflict
- Competition
- Rights and Responsibilities

#### VALUES

Values are basic ideas about what is important in life; they are standards of conduct which cause individuals, groups and nations to think and act in certain ways. Values held in and among societies vary. Value conflict results when individuals and groups make choices between actions representing different values. The processes for making value choices help individuals shape, reflect and elaborate their unique value systems.

## HUMAN SYSTEMS

#### ENVIRONMENT

#### HUMAN NEEDS

There exists an extensive variety of methods by which inquiry into human problems occurs. The method of established beliefs, the method of self-evidence, and the method of science have been the predominant approaches used throughout history to address problems. The inquiry methods that are most appropriate to the resolution of social concerns today are those of the human behavioural sciences. These involve skills of scientific inquiry, skills of value inquiry, skills of decision-making and the skills for implementing a plan of action.

##### *Related and Sub-Concepts*

- Invention
- Faith
- Intuition
- Scientific Method
- Myth

#### INSTITUTION

An institution is an organized way of achieving human goals — a formal, recognized, established and stabilized way of pursuing some major social activity. Institutions within a social system are interrelated and changes in one create changes in the others.

##### *Related and Sub-Concepts*

- Education
- Government
- State
- Community
- Family
- Economy
- Religion

#### POWER

Power is a relationship by which people in a social system can control or in some way affect the behaviour of others in the social system. The origins of power are groups, beliefs, knowledge, wealth, and authority. How people use power determines the degree to which they can control the behaviour of others.

#### INFLUENCE

The ability to exert influence in public affairs is a basic civic competency. Influence can be achieved through the exercise of effective communication, knowledge of political/ legal decision-making processes, ability to work with others and the demonstration of consistency of proposed actions and accepted values.

<i>Related and Sub-Concepts</i>
Standard of Behaviour (norms)
Hierarchy of Values
Attitudes
Beliefs
Morality
Choice
Ethics

### **PERSPECTIVE**

Perspective is the “frame of reference” from which an individual views what the world is like, what it should be like and how desired changes are to be achieved. Although each perspective is unique and has parts that are not always consistent with one another, “frames of reference” tend to determine how individuals, groups and nations think and act.

#### *Related and Sub-Concepts*

Perception	World View
Global View	Interpretation
Viewpoint	Stereotyping
Historical Bias	Ethno-centrism
Ego-centrism	Evidence
Subjectivity	Objectivity

### **SOCIAL CHANGE**

Societies do not remain static. The speed, the importance and the context of change (economic, political, social and technological) vary greatly within and between societies. No one factor operating by itself can be considered as the sole cause of any one single change. Combinations of factors, such as communication between people, mobility, and technological and scientific advances usually result in a social change. Depending on the perception of the observer, change may signify ‘progress’ or ‘decline’.

#### *Related and Sub-Concepts*

Tradition	Adaptation
Mobility	Stability
Progress	Revolution
Evolution	Transience

### **RESOURCES**

The allocation and use of natural and human resources is a determining factor in the development of human culture and society. Human conflicts often result from an inequitable distribution of resources and from differences in technological capacities to utilize resources.

#### *Related and Sub-Concepts*

Social Control	Wealth
Media	Religion
Freedom of Expression	Legitimacy
Egalitarianism	Multinationals

### **Related and Sub-Concepts**

Authority	Knowledge
Property	Social Stratification
Social	Multinationals

### **Related and Sub-Concepts**

### **ADJUSTMENT**

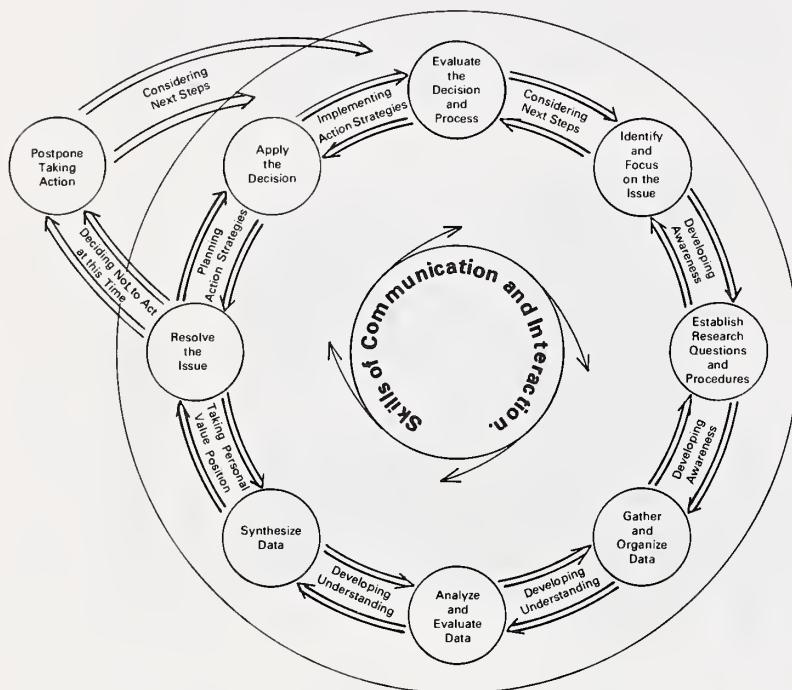
Human beings strive to reach the best possible equilibrium between themselves and the physical and social environment. Such a process necessitates compromise and adjustment to the forces influencing human life. Culture aids in the adjustment process by providing a social heritage and a process of social invention.

#### *Related and Sub-Concepts*

Assimilation	Discrimination
Ascribed Role	Achieved Role
Role Conflict	Rewards and Punishment
Socialization	Rules and Laws
Sanction	Conscience
Compromise	Frustration
Status	

## INQUIRY SKILLS

### A Process for Social Inquiry



**Note:** The system of two-way arrows indicates that progress through the process of inquiry is not lock-step. During inquiry, as an issue takes on a new perspective, students will frequently find it necessary to "double back" to steps covered previously.

#### A. Identify and Focus on the Issue

- Identify the elements of the issue (i.e., value, social, factual, definitional, policy elements)
- Describe the issue in terms meaningful to students
- Paraphrase the issue from different sources or expressions of opinion

#### B. Establish Research Questions and Procedures

- Formulate appropriate research questions
- Hypothesize possible solutions
- Select appropriate techniques and resources for research

#### C. Gather and Organize Data

- Read and Interpret
  - print materials (contemporary and historical)
  - maps and globes
  - graphs
  - tables
  - charts and timelines
  - relevant historical and geographical data
- Interview
- Survey
- Observe and Listen to:
  - individuals and groups of people
  - AV materials
- Conduct Participant Observation
- Record by
  - outlining
  - paraphrasing
  - tabulating
  - mapping
  - charting (retrieval, etc.)
  - diagramming
  - sketching
  - graphing

#### D. **Analyze and Evaluate Data**

- Categorize data
- Compare and contrast points of view
- Explain discrepancies in viewpoints, positions and arguments
- Evaluate bias and emotionalism, subjectivity and objectivity
- Infer reasons for varying perspectives
- Discriminate relevant from irrelevant data

#### E. **Synthesize Data**

- Develop concepts
- Formulate generalizations
- Relate causes and effects
- Deduce logical conclusions
- Summarize

#### F. **Resolve the Issue**

- Formulate alternative solutions
- Analyze values inherent in each alternative
- Predict the consequences of each alternative
- Evaluate alternatives and make a policy decision based on:
  - adequacy of supporting evidence
  - logical consistency of arguments
  - priority of personal values
  - priority of social values

#### G. **Apply the Decision**

To help students develop skills in active civic participation, it is desirable to have them become involved in some form of real-life application of the decision reached.

While the concept of active involvement is encouraged as a significant aspect of education for active citizenship, the role of the teacher in helping students

organize and implement social action projects is one requiring a strong sense of responsibility. It requires sensitivity to the maturity of students, to the expectations of parents, to institutional norms, and to democratic processes. Because of the need for sensitivity in carrying out this type of learning experience, social action is not prescribed, but is encouraged where possible, given the above cautions.

Therefore, skills prescribed for grade level topics incorporate criteria for planning to apply decisions, but do not refer to application strategies or situations.

Specifically, as students and teachers consider whether to implement the action component of the Alberta social studies curriculum, they should:

- Consider the feasibility and desirability of applying the decision in some form of action;
- Create a plan of action to apply the decision (e.g., work for an improved school or classroom environment; provide services to a community group on a close interpersonal basis; express ideas in social settings, or participate actively in a political process. In particular, students should be encouraged to regard their school as a real and viable social institution, and to find ways to improve it.)
- Apply the plan (if feasible and desirable)
  - in the classroom
  - in the school
  - in the broader community

#### H. **Evaluate the Decision, the Process, and (where pertinent) the Action**

- Judge the worthwhileness of the consequences of the decision
  - to self
  - to others
- Examine the appropriateness of the action to the situation
- Assess the suitability of the process to the issue and resources
- Decide whether to culminate inquiry, or to continue it

## PARTICIPATION SKILLS

In a large society, it is desirable for citizens to become competent in working with others to resolve social issues and to implement decisions they have reached. This form of group activity depends upon competence in several kinds of skill "areas" including those outlined below.

### A. *Communicate Effectively*

- Express ideas clearly and succinctly using accurate and appropriate vocabulary, structure and media
- Support ideas logically
- Adapt a communication on the basis of
  - size of audience (e.g., individual, small group, class or community)
  - age of audience
  - purpose of message (e.g., formal or informal)

### B. *Interpret Ideas and Feelings of Self and Others*

- Listen to the expressions of ideas and feelings of others
- Understand and empathize with the dilemmas and decisions of others
- Interpret feelings from verbal and non-verbal cues

### C. *Participate in Group Decision-Making*

- Choose an appropriate model for decision-making (e.g., consensus, majority rule, authority) and apply appropriate rules for procedure
- Apply alternate roles as leader or follower of a group
- Prepare a position in understandable and persuasive terms
- Organize activities to promote group goals
- Negotiate (including bargain, trade, confront, compromise) to influence others to a certain position, or to build consensus
- Provide support in furthering group goals

### D. *Contribute to a "Sense of Community"*

- Demonstrate a sense of sharing of group goals and aspirations
- Assist in group projects both in and outside the classroom

## SUMMARY

Social studies has been defined as the school subject in which students learn to explore and, where possible, to resolve social issues that are of public and personal concern. In the preceding pages, the general objectives of the 1978 Alberta Social Studies Curriculum, Interim Edition, have been categorized in accordance with particular perspectives of valuing, knowledge and skills. In the following pages, these objectives are developed further in relation to grade level content, and provide a systematic and sequential base for the social studies education of Alberta students.

# GRADE ONE — FAMILIES

## Overview Of The Grade One Social Studies

*The Grade One social studies program recognizes that, in their first year at school, children will develop most readily if their learning experiences are based upon the familiar and the personal. The social studies program is therefore designed to help students explore and resolve significant issues in social groups with which children can identify in most concrete terms, particularly the family.*

The introductory topic, **Me As An Individual**, is designed to be of specific assistance in orienting students to their school environment. In it, students are encouraged to examine themselves as unique individuals — both their personal characteristics and their interpersonal relationships with their peer group.

In Topic B, **Me In My Family**, inquiry extends to the family unit, and to the complex and frequently conflicting roles and functions that abound in everyday family life and which require personal and collective decision-making.

The final topic, **Canadian Families**, provides Grade One children with their first formal orientation to Canadian culture. In it, students consider some ways in which Canadian families in different cultural and ethnic groups deal with the types of concerns, questions, and problems that are of relevance to young children in their own family settings.

While 25% of class time may be devoted to topics selected by teachers and students, there are three topics prescribed for study. Each topic must be allocated a minimum of four weeks of the total social studies class time. It is recommended that the units be taught in the order in which they are outlined.



# GRADE ONE — FAMILIES

## Topic A — Me as an Individual

This topic provides opportunities for students to find out about their individual interests and abilities and to explore the ways that they relate to others.

1. **Me as a person** — the physical characteristics and patterns of thinking, feeling, valuing and acting that make each human unique.
2. **Me as I relate to others** — interaction with others, especially the peer group, while playing and learning, in school and out.

**GENERAL VALUE ISSUE: HOW SHOULD INDIVIDUALS EXPRESS THEIR UNIQUENESS?**

**RELATED SOCIAL ISSUES AND COMPETING VALUES:**

*Friendliness / Personal Well-Being* — How should people treat each other? (Should friends be treated differently from strangers?)

*Personal Gain / Honesty* — How should we treat other people's property?

*Group Acceptance / Independence* — Should I try to be like other people?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students shall develop personal growth in the following value-related areas: <ul style="list-style-type: none"> <li>• An understanding of values revealed by people's behaviour toward one another within groups.</li> <li>• A positive attitude toward uniquely individual personal, emotional and mental qualities.</li> <li>• An ability to identify different ways of expressing individuality and to choose between alternatives.</li> </ul>	Students shall acquire information to develop interpretations of the following concepts and generalizations: <p><b>Identity</b></p> <p>Each person has some needs and characteristics that are unique, and others that are common to all people.</p> <p>Each person has some characteristics that are inherited, and some that are learned from other human beings through group interaction.</p> <p><b>Interaction</b></p> <p>Interaction with other people can result in both conflict and co-operation. Groups approve of some ways of resolving conflict and disapprove of others.</p> <p><b>Institutions</b></p> <p>As members of a family, people are expected to fulfill certain expectations and responsibilities as part of their roles.</p> <p>As members of society, people depend upon a number of institutions to meet their needs. These institutions have rules which are enforced by applying rewards and sanctions.</p> <p><b>Human Needs</b></p> <p>People frequently express feelings and emotions, needs, and desires through silent gesture. They may communicate feelings symbolically through painting, music, dance, etc.</p>	Students shall develop proficiency in all skill areas, including the following specific skills: <p><b>Inquiry Skills and Examples</b></p> <ol style="list-style-type: none"> <li>A. <i>Describe an issue</i> such as "Should I try to be like other people?" by discussing with the whole class.</li> <li>B. <i>Formulate appropriate research questions</i> as a class.</li> <li>C. <i>Observe and listen</i> for information about human characteristics.</li> <li>D. <i>Record observations</i> in chart and/or graph form.</li> <li>E. <i>Compare and contrast points of view</i> regarding conformity with expectations of others.</li> <li>F. <i>Formulate generalizations</i> about self and others regarding similarities and differences.</li> <li>G. <i>Predict consequences</i> of expressing feelings and emotions in different ways.</li> <li>H. <i>Judge the worth of consequences</i> to self and to others.</li> </ol> <p><b>Participation Skills and Examples</b></p> <ol style="list-style-type: none"> <li>A. <i>Express ideas</i> orally and pictorially about physical, social and emotional self.</li> <li>B. <i>Listen to the expressions of ideas and feelings of others</i> about themselves.</li> <li>C. <i>Identify shared beliefs</i> about physical, emotional and social self.</li> <li>D. <i>Provide support</i> of group goals by completing an assigned task.</li> </ol>

# GRADE ONE — FAMILIES

## Topic B — Me in My Family

This topic provides opportunities for students to inquire into the types of situations that family members encounter, individually and collectively, because of the multiple roles that they occupy and diverse functions they serve. The different but acceptable types of family structures that exist in our society — nuclear, multiple generation, single parent, foster parent and so on — should be considered in planning and teaching this unit.

### GENERAL VALUE ISSUE: *HOW SHOULD "INDIVIDUALITY" BE EXPRESSED IN FAMILY SITUATIONS?*

#### RELATED SOCIAL ISSUES AND COMPETING VALUES:

*Co-operation / Independence* — What kind of responsibilities should I have in my family? (Should I help with chores if no one asks me to?)

*Postponed Gratification / Immediate Gratification* — If I have an allowance, should I spend it, or save it?

*Equality / Allowing for Differences* — Should family members be treated alike?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
<p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none"><li>• An understanding of what is important to people who express themselves in certain ways in family settings.</li><li>• An appreciation for the efforts made by other family members to fulfill roles and meet responsibilities.</li><li>• An ability to identify alternative positions on ways of expressing needs and wants within the family, and to make a choice between conflicting values inherent in those alternatives.</li></ul>	<p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p><b>Perspective</b></p> <p>Because of different roles and experiences, various family members may have different feelings about things that happen.</p> <p><b>Adjustment</b></p> <p>As individuals grow, they must adjust to changing family circumstances.</p> <p>Learning to adjust to a changing environment includes learning to reason about compromises between a person's rights and the rights of other people with whom one lives.</p> <p><b>Resources</b></p> <p>Family members work to obtain the resources that they need and want. Most families do not earn enough to buy all the things they want and need, so choices have to be made.</p>	<p>Students shall develop proficiency in all skill areas including the following specific skills:</p> <p><b>Inquiry Skills and Examples</b></p> <ul style="list-style-type: none"><li>A. <i>Paraphrase an issue involving concrete family responsibilities.</i></li><li>B. <i>Formulate appropriate research questions and select techniques for research</i>, as a class: i.e., questionnaire, survey, etc.</li><li>C. <i>Observe and listen to audio-visual materials to determine responsibilities of family members.</i> <i>Record results and observations</i> of interviews in chart or graph form.</li><li>D. <i>Categorize data</i> as "real" or "make-believe" as presented in audio-visual or literary descriptions of family situations.</li><li>E. <i>Develop concepts</i> (through classification) of "responsibility" and "role" within the family.</li><li>F. <i>Formulate alternative solutions and predict consequences</i> of various distributions of responsibilities in the family.</li><li>G. <i>Create a plan of action</i> among family members for sharing family responsibilities.</li><li>H. <i>Examine the appropriateness of the plan of action</i> to the particular family situation.</li></ul> <p><b>Participation Skills and Examples</b></p> <ul style="list-style-type: none"><li>A. <i>Express a point of view</i> about responsibilities of family members.</li><li>B. <i>Demonstrate understanding for dilemmas</i> others might face in managing family responsibilities.</li><li>C. <i>Negotiate job distributions</i> within the classroom to accommodate equality and individual differences.</li><li>D. <i>Demonstrate a sense of sharing</i> by accepting responsibility for completing a negotiated job.</li></ul>

# GRADE ONE — FAMILIES

## Topic C — Canadian Families

This topic provides students with their first formal orientation to Canada as a multicultural society. The topic focuses on the experiences and lifestyles of families with different cultural and ethnic backgrounds. While cultural differences are highlighted, however, this topic should reveal to students the major commonalities that all Canadian families share.

**GENERAL VALUE ISSUE: SHOULD ALL CANADIAN FAMILIES REFLECT A COMMON LIFESTYLE?**

**RELATED SOCIAL ISSUES AND COMPETING VALUES:**

*Tradition / Adaptation* — Should families preserve traditional ways of doing things?  
*Personal Freedom / Respect* — In some Canadian culture groups, all adults are respected as parents. Should all families have this custom?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students shall develop personal growth in the following value-related areas: <ul style="list-style-type: none"><li>• An understanding of values reflected in the customs and lifestyles of Canadian families from different ethnic and cultural groups.</li><li>• An appreciation of the importance to Canadian families of preserving some traditions while adapting others to a changing social environment.</li><li>• An ability to identify values underlying similarities and differences in Canadian families, and to choose between conflicting values.</li></ul>	Students shall acquire information to develop interpretations of the following concepts and generalizations: <p><b>Perspective</b> Because of different cultural and ethnic origins, families in different Canadian groups have some differences in their lifestyles; but they also have some similarities.</p> <p><b>Environment</b> The ways people meet their needs are influenced by geographic features such as climate and the earth's surface.</p> <p><b>Adjustment</b> As Canadians have found ways of adapting to their physical and social environments, many have developed similar ways of living. For some Canadian families with strong, unique traditions, learning and accepting a new way of life may be difficult.</p>	Students shall develop proficiency in all skill areas, including the following specific skills: <p><b>Inquiry Skills and Examples</b></p> <ul style="list-style-type: none"><li>A. <i>Describe the issue</i> by restating in simple terms, such as "Should families all be the same?"</li><li>B. <i>Formulate research questions</i> to guide inquiry.</li><li>C. <i>Observe and listen</i> to resource materials to acquire information about families from different cultural and ethnic groups.</li><li>D. <i>Record in graph form</i> the ethnic origins of students in class.</li><li>E. <i>Summarize</i> information in chart form.</li><li>F. <i>Predict the consequences</i> of having Canadian families all speaking the same or different languages.</li><li>G. <i>Create a plan of action</i>, such as inviting ethnic groups to share a unique feature of their culture.</li><li>H. <i>Decide on culminating or continuing inquiry</i> (e.g., by studying families from other ethnic groups).</li></ul> <p><b>Participation Skills and Examples</b></p> <ul style="list-style-type: none"><li>A. <i>Express a personal point of view</i> about cultural and ethnic differences in Canadian families.</li><li>B. <i>Demonstrate understanding for the feelings that others have</i> toward their culture and ethnic heritage.</li><li>C. <i>Organize activities</i> which demonstrate the cultural diversity of class members.</li><li>D. <i>Assist in group projects</i> to share cultural and ethnic diversities of group members.</li></ul>

## GRADE TWO — PLANNING NEIGHBOURHOODS AND LOCAL COMMUNITIES

### Overview Of The Grade Two Social Studies

*Many human needs are met in the neighbourhood and local community. How well they are met depends heavily on planning — planning for both the natural and human environments. Students in Grade Two will continue to develop decision-making abilities by examining issues related to neighbourhood co-operation and neighbourhood planning. Issues will be examined first in the context of the students' local neighbourhood, and then in other Canadian and world neighbourhoods.*

Topic A, **Exploring My Own Neighbourhood**, in which students examine issues relating to physical and human aspects of their local community or neighbourhood, should be studied first. Topic B, **Canadian Communities Today**, and Topic C, **Neighbourhoods Around the World**, are interchangeable. In Topic B, students are introduced to the ways that Canadian neighbourhoods differ in terms of population density, and the ways that people's lives differ accordingly. In Topic C, students are introduced to the global dimension of social studies as they inquire into ways that people around the world plan their communities for living together.

While 25% of class time may be devoted to topics selected by teachers and students, the three topics that are outlined are prescribed for study. Each must be allocated a minimum of four weeks of the total social studies class time.



# GRADE TWO — PLANNING NEIGHBOURHOODS AND LOCAL COMMUNITIES

## Topic A — Exploring My Own Neighbourhood

This topic focuses on two aspects of neighbourhood life significant to young children:

1. **The characteristics of the human and physical elements of the neighbourhood.** (Composition of the population, interaction between people, the reasons people have chosen to live there, and the facilities and services available.) Students might assess some of the features of their neighbourhood and consider what they might do to assist in maintaining, improving or restoring it.
2. **Some of the ways in which rules are used to protect people's rights and freedoms** (e.g., safety, health). Rules to consider may pertain to traffic signs, bike riding, construction sites, animal licenses, farm vehicle regulations, etc. Students should also assess what constitutes responsible behaviour in situations not

covered by formal regulations (such as interacting with strangers).

**GENERAL VALUE ISSUE: SHOULD NEIGHBOURHOOD RULES LIMIT OR INCREASE PERSONAL FREEDOM?**

**RELATED SOCIAL ISSUES AND COMPETING VALUES:**

*Personal Freedom / Social Orderliness or Safety* — What rules should my community have? (Should I obey rules that I think are unfair?)

*Friendliness / Personal Security* — Should I help people in my neighbourhood whom I don't know?

*Self-Reliance / Respect for Other People's Wishes* — As long as I can take care of a pet, should I be allowed to have one?

### VALUE OBJECTIVES

### KNOWLEDGE OBJECTIVES

### SKILL OBJECTIVES

<p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none"> <li>• An understanding of contrasting value positions about behaviour and lifestyles in the local neighbourhood.</li> <li>• An increased awareness of the responsibility that community members have for accepting, rejecting, interpreting, and responding to community rules.</li> <li>• An appreciation for personal contributions to the maintenance and betterment of the community and groups within it.</li> <li>• An ability to predict consequences of neighbourhood rules that limit or increase personal freedom.</li> </ul>	<p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p><b>Power</b> Elected representatives make laws to help people solve their problems in living together as a group. These laws are enforced by penalties.</p> <p><b>Human Needs</b> In designing a neighbourhood, people allow for recreation and fun by planning for zoos, parks, playgrounds, etc. A sense of community is developed through involvement in community affairs.</p> <p><b>Inquiry</b> Knowledge helps us resolve problems by helping us predict the consequences of our choices. Knowledge about a neighbourhood problem can be gained either by finding out what others have learned or by producing data. Some effective ways of producing data include interviewing, distributing surveys, and observing.</p>	<p>Students shall develop proficiency in all skill areas including the following specific skills:</p> <p><b>Inquiry Skills and Examples</b></p> <ol style="list-style-type: none"> <li>A. <i>Describe an issue involved in a case study of rules and personal freedom.</i></li> <li>B. <i>Formulate appropriate research questions and develop a questionnaire to find out why people have chosen the neighbourhood in which they live.</i></li> <li>C. <i>Read and interpret simple bar graphs and pictographs prepared from information about the local neighbourhoods.</i></li> <li>D. <i>Compare and contrast points of view on the need for rules in a neighbourhood.</i></li> <li>E. <i>Develop concepts (through classification) of "rules" according to where they apply: i.e., home, school, playground.</i></li> <li>F. <i>Formulate alternative solutions and analyze the values involved by labelling rules: Best for me; Best for the Neighbourhood; Good for Both.</i></li> <li>G. <i>Create a plan for a possible set of rules for the neighbourhood and present to an audience (e.g., other students, parents).</i></li> <li>H. <i>Judge the worth of consequences of these rules for self and others.</i></li> </ol> <p><b>Participation Skills and Examples</b></p> <ol style="list-style-type: none"> <li>A. <i>Communicate effectively when speaking to adults about neighbourhood rules.</i></li> <li>B. <i>Demonstrate understanding for the decisions of others regarding a set of proposed neighbourhood rules.</i></li> <li>C. <i>Apply democratic rules of procedure (e.g., majority consent) in development of list of rules.</i></li> <li>D. <i>Demonstrate a sense of sharing by developing a set of neighbourhood rules that all find acceptable.</i></li> </ol>
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# GRADE TWO — PLANNING NEIGHBOURHOODS AND LOCAL COMMUNITIES

## Topic B — Canadian Communities Today

In this topic students compare the ways that people live in Canadian communities and neighbourhoods of various population densities. Neighbourhoods to be considered should be selected from: the inner city (e.g., highrise complex), a suburb, a rural town, an acreage development, a farming area with limited facilities, an isolated outpost.

**GENERAL VALUE ISSUE: WHAT SHOULD BE THE GOAL OF PEOPLE'S INTERACTION WITH THEIR NEIGHBOURS?**

### RELATED SOCIAL ISSUES AND COMPETING VALUES:

*Property Rights / Friendliness* — When should people stop what they are doing out of consideration for their neighbours (safety, noise, unsightliness, etc.)?

*Equality / Freedom* — Should people in different kinds of Canadian neighbourhoods have the same rules and laws?

*Self-Reliance / Friendliness* — What should we do to help children who move to our community from another part of Canada?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
<p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none"> <li>• An understanding of the values reflected in the lifestyles of different Canadian communities.</li> <li>• An increased awareness of the ways in which an individual's behaviour is affected by dominant values of the community in which he/she lives.</li> <li>• An appreciation for the efforts of individuals and groups who attempt to contribute to the welfare of their community and neighbours.</li> <li>• An ability to understand reasons for differences in ways people interact with their neighbours, and to make a choice between conflicting values upon which those differences are based.</li> </ul>	<p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p><b>Environment</b></p> <p>Different types of communities provide varying amounts of living space for their inhabitants. The more densely populated the community, the more other people's actions, rather than nature, form an individual's environment.</p> <p><b>Identity</b></p> <p>The traditions and customs of a community often modify those held by newcomers. In many Canadian communities the residents tend to come from a variety of ethnic and cultural groups. This results in the borrowing and modifying of traditions.</p> <p><b>Influence</b></p> <p>People's needs and wants influence the decisions made by their local government. Effective communication and forming interest groups help people influence the laws made by elected representatives and administrators.</p>	<p>Students shall develop proficiency in all skill areas, including the following specific skills:</p> <p><b>Inquiry Skills and Examples</b></p> <ol style="list-style-type: none"> <li>A. <i>Describe an issue</i> from descriptions of how people interact in Canadian communities of varying densities.</li> <li>B. <i>Formulate appropriate research questions</i> to obtain needed information about selected communities.</li> <li>C. <i>Survey</i> community members or resource persons to obtain data. <i>Record information</i> about Canadian communities on a retrieval chart.</li> <li>D. <i>Discriminate relevant from irrelevant data</i> in generalizing about communities.</li> <li>E. <i>Relate causes and effects</i> of population density and types of activities possible in a neighbourhood.</li> <li>F. <i>Evaluate alternatives and make a decision</i> on the basis of personal and social values.</li> <li>G. <i>Create a plan</i> about needed facilities in a community.</li> <li>H. <i>Examine the appropriateness of the plan</i> to the situation.</li> </ol> <p><b>Participation Skills and Examples</b></p> <ol style="list-style-type: none"> <li>A. <i>Communicate effectively</i> in a survey of the neighbourhood.</li> <li>B. <i>Listen to the ideas of others</i> about preferred interactions within neighbourhoods.</li> <li>C. <i>Organize activities</i> so that class members participate in a variety of group member roles.</li> <li>D. <i>Assist in group projects</i> to develop guidelines for classroom activities.</li> </ol>

# GRADE TWO — PLANNING NEIGHBOURHOODS AND LOCAL COMMUNITIES

## Topic C — Neighbourhoods Around the World

In this topic, the focus is on the ways that people around the world plan their communities. This topic has two purposes. First, it introduces students to the global dimension of social studies. Second, students learn that wherever people live, community planning is important if human needs are to be met.

Communities that are selected for inquiry might include: a small town built around a market place; a traditional Indian community; Venice, a city on water; the "row village - longlot farm" concept from French settlements in Quebec; or a nomadic desert community.

Students might culminate their inquiry by planning an ideal neighbourhood.

**GENERAL VALUE ISSUE: *IN WHAT WAYS SHOULD COMMUNITY PLANNING REFLECT THE UNIQUE RESOURCES OF THE LOCAL COMMUNITY?***

### RELATED SOCIAL ISSUES AND COMPETING VALUES:

*Co-operation / Individual Initiative* — How are neighbourhood problems resolved in different kinds of neighbourhoods around the world?

*Self-Reliance / Friendliness* — If someone comes to your community from another part of the world, what help should you provide?

*Equality / Individual Initiative* — Should some services be provided in all communities?

*Empathy / Self-Reliance* — How should communities provide services for people with special needs (e.g., handicapped people, senior citizens)?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
<p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none"> <li>• An understanding of alternative values that underlie the differing ways that people in communities around the world plan their community lifestyles.</li> <li>• An appreciation for the efforts of people of different cultures to make effective use of unique community resources.</li> <li>• An ability to identify contrasting views about the ways communities should be planned, and value preferences reflected in making a choice between those contrasting views.</li> </ul>	<p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p><b>Institutions</b></p> <p>All communities have institutions that reflect the values of the people who live there and which help them satisfy their needs for safety, recreation, companionship, preservation of traditions, and so on.</p> <p><b>Human Needs</b></p> <p>People in different cultures have the same basic human needs but different ways of meeting them.</p> <p>In all cultures, many of the social and economic needs of the people are satisfied within their local community, through both private and public means.</p> <p><b>Inquiry</b></p> <p>In deciding how to plan a neighbourhood, people should inquire into alternatives and the effects of these alternatives on people. Factors like location of the community, topography of the land, and amount of land available, are taken into account by planners.</p> <p>Collecting information helps planners predict the consequences that may result from the choice of one solution over another.</p> <p><b>Environment</b></p> <p>The way people live is related to geographic location and accessibility, and the particular time period in which they live.</p>	<p>Students shall develop proficiency in all skill areas, including the following specific skills:</p> <p><b>Inquiry Skills and Examples</b></p> <ol style="list-style-type: none"> <li>A. <i>Paraphrase possible issues</i> for inquiry through comparison of neighbourhoods around the world.</li> <li>B. <i>Formulate appropriate research questions</i> and select resource materials.</li> <li>C. <i>Read and interpret</i> appropriate print and non-print materials, maps and charts.</li> <li>D. <i>Infer reasons</i> why neighbourhood planning varies from community to community.</li> <li>E. <i>Summarize and classify information</i> to formulate generalizations about neighbourhoods around the world.</li> <li>F. <i>Formulate alternative solutions and predict the consequences</i> of each for different communities.</li> <li>G. <i>Create a plan of action and methods for application of that plan</i> (e.g., write a class letter to council suggesting how neighbourhood parks could be improved).</li> <li>H. <i>Decide whether to culminate inquiry, or extend it into new case studies.</i></li> </ol> <p><b>Participation Skills and Examples</b></p> <ol style="list-style-type: none"> <li>A. <i>Express ideas</i> about ways in which neighbourhoods can borrow and adapt ideas from other neighbourhoods.</li> <li>B. <i>Interpret the feelings of others</i> with regard to what is desirable in a neighbourhood.</li> <li>C. <i>Prepare a position</i> on the attributes of a "world neighbourhood".</li> <li>D. <i>Provide support</i> in small group decision-making involved in assigning jobs and completing a task.</li> </ol>

## GRADE THREE — LIFESTYLES IN OTHER TIMES AND PLACES

### Overview Of The Grade Three Social Studies

*The Grades One and Two social studies programs provide opportunities for children to make decisions about issues and questions of significance within social environments that young children can identify with in concrete and personal terms — the family and the local community or neighbourhood. The program in Grade Three extends the child's perspective by involving children in choices based on more remote and complex dimensions of time and interaction between people.*

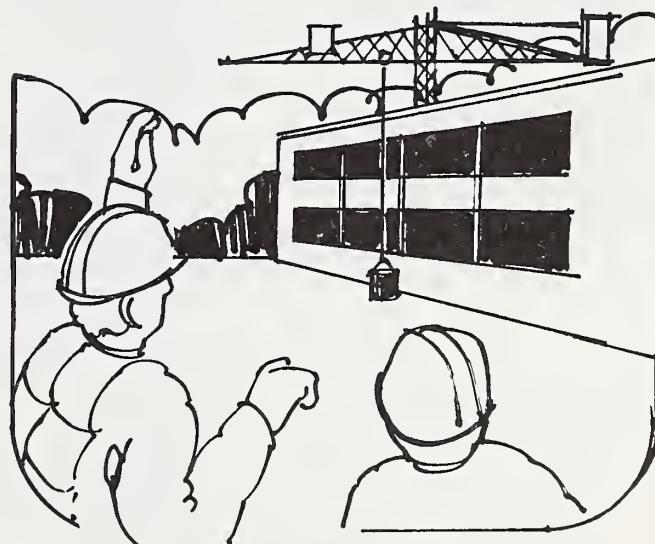
In the first topic, **Interdependence of Communities in Canada Today**, students begin with their own community experiences to inquire into issues associated with the interdependence of urban and rural people. The concept of "specialization" as a factor contributing to increasing urbanization is introduced.

In the second topic, **Lifestyles of Canadians in Other Times**, the issues for inquiry focus on the concepts of **change** and **passage of time**, particularly within the students' own communities. Students begin to view human existence as a record of change, with some changes representing human achievements and some not.

In the third topic, **Lifestyles in "Closed" Communities**, students explore issues that pertain to an alternative concept of "community" — one where people attempt to resist external forces to perpetuate a distinct way of life.

While 25% of class time may be devoted to topics selected by teachers and students, the three topics described above are prescribed for study. Topics may be treated in any sequence, but each must be devoted a minimum of four weeks of the total social studies class time.

*NOTE: With its focus on "differences" and the "unknown", the Grade Three program must be treated sensitively if culture stereotypes are to be avoided and if children are to learn to interpret "different" behaviour not as exotic or strange, but in terms of what it means to the people who practice it.*



# GRADE THREE — LIFESTYLES IN OTHER TIMES AND PLACES

## Topic A — Interdependence of Communities in Canada Today

In this topic, students inquire into the concept of “interdependence” between urban and rural communities. Students begin by examining factors that influence the interdependence of their own community with others (e.g., occupations, family networks, the media, travel, and origins and destinations of goods and services). In so doing, they will develop an awareness of the location of their community in a regional, provincial, and national context. The major focus of this topic, however, is on the interdependence of communities across Canada. The trend to urbanization and the growing influence of specialization on individuals and communities should be developed.

**GENERAL VALUE ISSUE: SHOULD CANADIAN COMMUNITIES BECOME MORE INTERDEPENDENT?**

**RELATED SOCIAL ISSUES AND COMPETING VALUES:**

*Self-Reliance / Interdependence or Concern for Welfare of Others* — Should our community produce more of the goods and services that we need?

*Efficiency / Environmental Protection* — Should cities keep growing? Should more people be encouraged to live in small towns?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
<p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none"> <li>• An understanding of how the extent of interdependence among communities affects the degree to which their values are alike or different.</li> <li>• An appreciation for the diverse ways in which Canadians can relate to each other to develop a sense of “national community”.</li> <li>• An ability to identify consequences of communities seeking or resisting greater interdependence with other communities, and to make a choice between conflicting values inherent in those alternatives.</li> </ul>	<p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p><b>Environment</b></p> <p>The larger the community, the greater the number and variety of man-made features. Each added feature affects not only people, but also the lives of plants and animals in that environment.</p> <p>The trend for more Canadians to become city dwellers influences both the human and natural environment.</p> <p><b>Interaction</b></p> <p>Rural communities, small towns and cities are interdependently connected for the exchange of goods and services. Transportation and communication play an important part in making goods and services available in a community.</p> <p>As our society becomes more technologically advanced, specialization increases. This results in greater interdependence and makes trade and exchange a necessity.</p> <p>Larger communities (cities) attract people with ideas in many specialist areas. Many specialists such as engineers, nurses, and office workers are needed to run a large city.</p> <p><b>Perspective</b></p> <p>People often tend to think of the way of living to which they have become accustomed as best and may think of other ways of living as strange, and less desirable.</p>	<p>Students shall develop proficiency in all skill areas, including the following specific skills:</p> <p><b>Inquiry Skills and Examples</b></p> <ol style="list-style-type: none"> <li>A. <i>Describe an issue</i> pertaining to the interdependence of the local community with other parts of Canada.</li> <li>B. <i>Select appropriate resources</i> to determine interdependence of communities.</li> <li>C. <i>Survey homes</i> to determine origins of Canadian goods. <i>Read and interpret</i> simple maps and trace major transportation routes of goods.</li> <li>D. <i>Compare points of view</i> of community members regarding preferred community size.</li> <li>E. <i>Deduce logical conclusions</i> from information gathered.</li> <li>F. <i>Formulate and evaluate alternative solutions</i> to the issue on the basis of evidence.</li> <li>G. <i>Create a plan of action</i> for the community based on majority preference of class members.</li> <li>H. <i>Examine the appropriateness of the plan of action</i> to the community situation.</li> </ol> <p><b>Participation Skills and Examples</b></p> <ol style="list-style-type: none"> <li>A. <i>Express ideas clearly</i> in describing the origins of goods in homes and stores.</li> <li>B. <i>Demonstrate understanding of the opinions of others</i> as to preferred goals for the community.</li> <li>C. <i>Organize group activities</i> assigning information-gathering tasks.</li> <li>D. <i>Assist in a group project</i> to establish relations with students in other Canadian communities.</li> </ol>

# GRADE THREE — LIFESTYLES IN OTHER TIMES AND PLACES

## Topic B — Lifestyles of Canadians in Other Times

In this topic, the focus is on the concepts of “passage of time” and “change”. Students examine their own community in previous historical eras (e.g., a decade ago, a generation ago, a double generation ago) in terms of the lifestyles of residents during those eras and the changes that have occurred over time.

A major emphasis should be placed on the goals of people who moved to the community in previous times as compared with people who are moving today. Economic, geographic, psychological and cultural factors should be considered, as should some of the possible consequences (e.g., possible economic gain, emotional stress).

**GENERAL VALUE ISSUE: HOW MUCH SHOULD PEOPLE CHANGE WHEN THEIR ENVIRONMENT CHANGES?**

**RELATED SOCIAL ISSUES AND COMPETING VALUES:**

*Tradition / Evolutionary Change* — Should we keep our community the way it is, or encourage change?

*Inventiveness / Tradition* — Are there some ways in which our grandparents (or parents, or pioneers) did things that we should do in the same way?

*Self-Reliance / Co-operation* — What should we do when things around us change? How did people in the past cope with change?

### VALUE OBJECTIVES

### KNOWLEDGE OBJECTIVES

### SKILL OBJECTIVES

Students shall develop personal growth in the following value-related areas:	Students shall acquire information to develop interpretations of the following concepts and generalizations:	Students shall develop proficiency in all skill areas, including the following specific skills:
<ul style="list-style-type: none"><li>• An understanding of the values reflected in people's self-reliant and co-operative behaviour in their community.</li><li>• An appreciation for the efforts of people in previous generations to create satisfying relationships with their social and natural environments.</li><li>• An appreciation for personal ability to carry out value choices in daily life.</li><li>• An ability to identify competing values in local residents' co-operative and self-reliant behaviour, and to justify a proposed balance between these in daily life.</li></ul>	<p><b>Change</b></p> <p>Change in a community is affected by technological, economic, cultural, political, and social factors. Rapid growth usually creates problems in a community.</p> <p>Proposed changes often generate conflict between people who value traditions and stability, and those who place a higher value on evolution.</p> <p><b>Resources</b></p> <p>People in communities have unlimited wants. This forces them to make decisions about the best uses of their limited resources. If needs are not met, people may choose to move to another community.</p> <p>An ideal location for a community is near a source of food and water, transportation routes, raw material, and labour.</p> <p>Throughout time, communities have been located where people could work and trade.</p> <p><b>Identity</b></p> <p>A sense of community is a result of the shared values, customs and traditions retained by the community.</p> <p>Closed ethnic communities of the past are acquiring a more multicultural composition owing to the mobility of people and advances in technology.</p>	<p><b>Inquiry Skills and Examples</b></p> <p>A. <i>Paraphrase an issue</i> such as "What should change?" "What should stay the same?"</p> <p>B. <i>Formulate appropriate research questions</i> to use in information-gathering about movement to the community in various time periods.</p> <p>C. <i>Interview selected resource people</i> in reference to formulated questions. <i>Read and interpret</i> simple historical accounts which describe past lifestyles.</p> <p>D. <i>Categorize data</i> as to "fact" and "opinion" regarding changes in the community.</p> <p>E. <i>Relate causes and effects</i> of community changes over time.</p> <p>F. <i>Formulate alternatives and analyze values</i> inherent in each.</p> <p>G. <i>Create a plan of action</i> to address a specific aspect of "change".</p> <p>H. <i>Assess the process used to inquire into the issue.</i></p> <p><b>Participation Skills and Examples</b></p> <p>A. <i>Support ideas logically</i> to influence others regarding preferred types of change.</p> <p>B. <i>Listen to the ideas of others</i> about preferred changes in the community.</p> <p>C. <i>Use consensus or majority preference</i> to select a course of action.</p> <p>D. <i>Assist in group projects</i> to implement a course of action to deal with a specific example of "change".</p>

# GRADE THREE — LIFESTYLES IN OTHER TIMES AND PLACES

## Topic C — Lifestyles in “Closed” Communities

This topic seeks to increase students' cross-cultural sensitivity by focusing on “closed” communities: i.e., communities where people are attempting to resist external forces in order to perpetuate a distinct way of life. Communities for case-studies might include: a traditional community based on common religious beliefs (e.g., Hutterites), a modern community of secular nature (e.g., Kibbutz), a community within the mainstream of society (e.g., Chinatown), or a present-day community established on land retained by traditional rights (e.g., modern-day Indian reserve).

**GENERAL VALUES ISSUE: SHOULD PEOPLE ENCOURAGE THE PRESERVATION OF UNIQUE LIFESTYLES?**

**RELATED SOCIAL ISSUE AND COMPETING VALUES:**

*Preservation of Cultural Heritage / Modernization* — Should people build their own communities to maintain distinctive lifestyles?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
<p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none"> <li>• An understanding of those values which have led groups of people to establish “closed” communities.</li> <li>• An empathy for groups who have established their own communities to perpetuate their customs, traditions, and values.</li> <li>• An ability to identify values reflected in conflicting views about preserving unique lifestyles, and to choose between those values.</li> </ul>	<p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p><b>Social Change</b></p> <p>In modern societies, communities with traditional cultural patterns have difficulty resisting the influence of the outside world. Factors such as mobility, communications and increased knowledge may accelerate changes in lifestyles. Common interest and knowledge keep people together; new ideas and knowledge tend to open a “closed” community to change.</p> <p><b>Values</b></p> <p>The natural environment may set the broad limits of life in a community, but the values, traditions and beliefs of people are also an important influence on community life.</p> <p>Customs, traditions, rules and religious beliefs help keep people together in a “closed” community.</p> <p>Individuals shape and change the value systems of their communities as they make value choices.</p> <p><b>Institutions</b></p> <p>People in communities that have traditional lifestyles usually take specific steps to ensure that their way of life is passed on to their young. They may use such basic institutions as the family, school, and church to meet this goal.</p> <p>Social institutions usually serve to slow down the pace of change in a community.</p>	<p>Students shall develop proficiency in all skill areas, including the following specific skills:</p> <p><b>Inquiry Skills and Examples</b></p> <ol style="list-style-type: none"> <li>A. <i>Describe an issue involved in perpetuating or changing values and lifestyles.</i></li> <li>B. <i>Formulate appropriate research questions to guide information-gathering about “closed” communities.</i></li> <li>C. <i>Observe and listen to gain information about life in a “closed” community.</i> <i>Record results of interviews and observations in retrieval charts, diagrams, maps, sketching and notemaking.</i></li> <li>D. <i>Compare and contrast points of view as they relate to “closed” communities.</i></li> <li>E. <i>Summarize information gathered and formulate generalizations about why people may resist changes.</i></li> <li>F. <i>Formulate alternative solutions, analyze the values inherent in each and evaluate the alternatives from several points of view (i.e., self, society, etc).</i></li> <li>G. <i>Create a plan of action to deal with preservation vs. modernization in a community.</i></li> <li>H. <i>Examine the appropriateness of the plan of action to the community situation.</i></li> </ol> <p><b>Participation Skills and Examples</b></p> <ol style="list-style-type: none"> <li>A. <i>Adapt an interview schedule for different resource people.</i></li> <li>B. <i>Interpret ideas and feelings of others with regard to “closed” communities.</i></li> <li>C. <i>Apply alternative roles in small group decision-making involved in organizing a field trip.</i></li> <li>D. <i>Demonstrate a sense of sharing for the goals and aspirations of members of “closed” communities.</i></li> </ol>

# GRADE FOUR — ALBERTA, OUR PROVINCE

## Overview Of The Grade Four Social Studies

*The Grade Four social studies program provides opportunities for children to examine social issues that focus on Alberta and that have their roots either in Alberta's history or the interaction between Alberta and other places.*

Topics A and B provide opportunities for exploration of issues that have persisted throughout Alberta's history and continue to be of importance to Albertans today. Topic A, **Alberta, Past, Present and Future: Our Natural Resources**, is devoted to issues concerning the development and use of Alberta's **natural resources** in various historical settings. (Natural resources are those things in nature that can be used to make something else. Land, water, plants, animals, trees, rocks and minerals — all, in one way or another, help people meet their basic needs and wants and require responsible use.) Topic B, **Alberta, Past, Present and Future: Our Human Resources**, deals with issues pertaining to the development and use of **human resources** in work and leisure in some of the major eras in Alberta's history. (In both work and leisure, people use their physical strength, their mental abilities or both. The human resources available for work and leisure depend on the number of people, as well as on their health, skills, knowledge, and resourcefulness.)

In Topic C, **Alberta's Links with Canada and the World**, the focus of decision-making is on the cultural and economic interdependence of Alberta and Albertans with other regions and peoples of Canada and the world. This topic is viewed as a natural sequence to Topic A of the Grade Three program, which deals with the interdependence and interaction of communities in Canada.

While 25% of class time may be devoted to topics selected by teachers and students, the three topics described above are prescribed for study. They may be studied in any sequence. Each topic must be allocated a minimum of four weeks of the total social studies class time.



# GRADE FOUR — ALBERTA, OUR PROVINCE

## Topic A — Alberta, Past, Present and Future: Our Natural Resources

In this topic, students investigate issues that incorporate a study of Alberta's history and geography. Issues should reflect:

1. The uses that have been made of renewable natural resources (e.g., animal and plant life), and non-renewable natural resources (e.g., oil, gas, minerals, water, soil) to maintain a desired standard of living in various historical eras (e.g., early Indian societies, development of farming, wartime and modern industrialized society).
2. The impact of technology on the environment in various historical eras (e.g., early Indian societies, early settlement, wartime, modern industrialized society).
3. Environmental conservation and planning for Alberta's future.

This topic should provide students with understandings about Alberta's broad geographic features and related natural resources.

**GENERAL VALUE ISSUE: HOW SHOULD PEOPLE MANAGE THE RESOURCES OF THEIR NATURAL ENVIRONMENT?**

**RELATED SOCIAL ISSUES AND COMPETING VALUES:**

*Conservation / Present Economic Welfare* — How should the natural environment be used by Albertans? (For example: Under what circumstances should lakes be drained? Forests be removed? Coal mines be re-opened? Pesticides be used?) Would it make a difference if you were a settler, a Canadian Indian, a city dweller, or a farmer?

*Concern for the Future / Optimism in Society's Ability to Solve its Problems* — Should we conserve our non-renewable resources for the future?

*Utility / Conservation* — What criteria should be used in the building of a new settlements or the expansion of cities and towns?

— How should we use the unintended by-products of consumption (waste)?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
<p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none"> <li>• An understanding of alternative value positions as to how Alberta's natural resources should be used.</li> <li>• An appreciation for the efforts of different groups to determine ways that Alberta's natural resources may be used in the future.</li> <li>• An appreciation for the beauty and symmetry of the natural environment, including plant, animal and earth elements.</li> <li>• An ability to identify alternative positions on the use of Alberta's natural resources, to infer related values, and to choose among those alternatives and values.</li> </ul>	<p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p><b>Resources</b></p> <p>Alberta's natural resources include land, minerals, water, plants, animals and fossil fuels. Alberta cannot supply all needs from local resources.</p> <p>The issue of conservation is more urgent for non-renewable than for renewable resources.</p> <p>Waste can exist as a by-product of production, consumption, and distribution. Recycling extends the useable life of both renewable and non-renewable resources, but still uses energy.</p> <p><b>Human Needs</b></p> <p>Due in part to technology, the way people meet their needs has varied over time.</p> <p>The gap between people's needs and wants has widened as the availability of goods and services has increased.</p> <p><b>Social Change</b></p> <p>The pattern of social change in Alberta has tended to follow shifts in the use of natural resources.</p> <p>Consumption practices are constantly being expanded by our ability to produce and create wants which affect the rate of resource use.</p>	<p>Students shall develop proficiency in all skill areas, including the following specific skills:</p> <p><b>Inquiry Skills and Examples</b></p> <ol style="list-style-type: none"> <li>A. <i>Describe the issue</i>, in small group situations, giving specific examples of competing alternatives for the use of natural resources.</li> <li>B. <i>Select techniques and resources for research</i> appropriate to research questions.</li> <li>C. <i>Read and interpret maps</i> to gather information about the location of renewable and non-renewable resources in Alberta.</li> <li>D. <i>Differentiate points of view</i> from different time periods about how resources should be used.</li> <li>E. <i>Develop concepts of "resources"</i>, through classification according to location and type.</li> <li>F. <i>Evaluate alternatives</i> for different uses of natural resources on the basis of personal and social values.</li> <li>G. <i>Design a course of action</i> to help others better understand the conflict of conservation/economic welfare.</li> <li>H. <i>Assess the process used</i> in research, and identify deficiencies.</li> </ol> <p><b>Participation Skills and Examples</b></p> <ol style="list-style-type: none"> <li>A. <i>Express ideas</i> to another class about issues involving the use of resources.</li> <li>B. <i>Demonstrate understanding of how the needs of others can be met</i> by the use of natural resources.</li> <li>C. <i>Organize activities</i> for a class project so that all students have both concrete and intellectual experiences.</li> <li>D. <i>Demonstrate a sense of sharing</i> (e.g., class, community, all people) for the management of natural resources.</li> </ol>

# GRADE FOUR — ALBERTA, OUR PROVINCE

## Topic B — Alberta, Past, Present and Future: Our Human Resources

In this topic, students investigate issues relating to how people use their work and leisure time, and how new skills and interests are developed through formal and informal learning. Comparisons are made with lifestyles of people who lived in one or more previous historical eras (e.g., Alberta's initial settlement, the Depression, and wartime). As students become aware of changes in occupations, leisure time activities and education, they should be encouraged to predict future trends in these areas and how their own lives may be influenced. This topic, in combination with Topic A, should provide students with a broad awareness of the distinguishing features of the major eras in Alberta's history.

**GENERAL VALUE ISSUE: HOW SHOULD PEOPLE USE THEIR WORK AND LEISURE TIME?**

**RELATED SOCIAL ISSUES AND COMPETING VALUES:**

*Social Reliance / Independence* — Should we use our leisure time as people used it in the past?

*Charity / Self-Reliance* — Can people make a contribution if they are not employed?

*Self-Sufficiency / Efficiency* — Should people strive to be specialists or "Jacks-of-all-trades"? (Compare work in different historical eras.)

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
<p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none"><li>• An understanding of the values that have provided a basis for the use of work and leisure time activities in Alberta's past.</li><li>• An increased awareness of the ways in which personal needs, wants and interests affect use of time, activities and resources.</li><li>• An appreciation for the variety of ways in which people of the past and present have striven to create a healthy balance between work and leisure activities.</li><li>• A positive attitude toward personal uses of leisure time.</li><li>• An ability to use knowledge to predict consequences of alternative uses of work and leisure time, and to use those predictions to help choose preferred alternatives.</li></ul>	<p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p><b>Resources</b></p> <p>A society creates institutions that will facilitate the development of skills needed to help people overcome scarcity of goods and services. Schooling has changed over time as the need for new goods and services has changed.</p> <p>A society may have a scarcity of skills to perform needed work, or a scarcity of jobs, or both. At different points in history, Alberta has experienced both situations.</p> <p><b>Adjustment</b></p> <p>In all historical eras, people have been offered incentives to encourage greater productivity. Incentives may be economic (e.g., wages), social (e.g., social contacts), or psychological (e.g., status).</p> <p><b>Values</b></p> <p>A balance between work and leisure activity is important to personal health. The use of work and leisure has changed as Alberta has become an industrialized society.</p> <p>The ways in which people use their leisure time (e.g., participation vs. spectatorship, individual vs. team, indoor vs. outdoor) reflect their values.</p> <p>In modern, urbanized society, people are becoming increasingly concerned about the need to plan their leisure time to include a range of physical and social activities.</p>	<p>Students shall develop proficiency in all skill areas, including the following specific skills:</p> <p><b>Inquiry Skills and Examples</b></p> <ol style="list-style-type: none"><li>A. <i>Describe the issue</i> as a whole class to show alternative views about uses of human resources in historical eras.</li><li>B. <i>Formulate questions</i> as a whole class to guide information-gathering, including questions for interviews, surveys, field trips, etc.</li><li>C. <i>Read and interpret library materials</i> on human resources by using the subject headings in a card catalogue.</li><li>D. <i>Explain discrepancies</i> in viewpoints about "the good old days".</li><li>E. <i>Formulate generalizations</i> about changes over time in ways of using human resources for work and leisure.</li><li>F. <i>Formulate alternative solutions</i> to the issue and identify underlying values for each.</li><li>G. <i>Create a plan of action</i> to implement the choice made.</li><li>H. <i>Assess the suitability</i> of research questions and methodologies.</li></ol> <p><b>Participation Skills and Examples</b></p> <ol style="list-style-type: none"><li>A. <i>Express ideas</i> orally to classmates concerning ways in which to use work and leisure time.</li><li>B. <i>Listen to expressions of ideas and feelings by others</i> about the best uses of human resources for Alberta's future.</li><li>C. <i>Develop an appropriate model for decision-making</i> about the use of work or leisure time.</li><li>D. <i>Assist in a group project</i> to apply conclusions about a desired balance of work and leisure time in a classroom situation.</li></ol>

# GRADE FOUR — ALBERTA, OUR PROVINCE

## Topic C — Alberta's Links With Canada and the World

This topic builds on Topics A and B to enable students to examine issues associated with interdependence, particularly in the exchange of resources. Student inquiry should focus on the economic and cultural links that exist between Alberta and other parts of Canada and the world, mainly through trade, but also through tourism, immigration, the media and exchange programs.

**GENERAL VALUE ISSUE: SHOULD ALBERTANS INCREASE THEIR INTERDEPENDENCE WITH OTHER PROVINCES AND COUNTRIES?**

### RELATED SOCIAL ISSUES AND COMPETING VALUES:

*Economic Welfare / Conservation* — Should we encourage greater use of Alberta's parks and other natural resources by tourists?

*Loyalty / Personal Material Welfare* — Should we buy goods that are "Made in Alberta" if we can obtain them at lower prices from elsewhere?

*Preservation of Identity / Learning from Others* — How should we respond to cultural influences from other places (e.g., T.V.)?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
<p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none"> <li>• An understanding of various value positions regarding ways that Alberta's resources should be exchanged for goods and services from other parts of Canada and the world.</li> <li>• An appreciation for the diversity of views of different groups who have developed plans for the distribution of Alberta's resources.</li> <li>• An ability to identify advantages and disadvantages of contrasting positions on ways to exchange Alberta's resources, and to use this knowledge in choosing among the positions.</li> </ul>	<p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p><b>Environment</b></p> <p>When scarce resources are in demand, people and their governments choose between conservation for their own future use and the immediate needs and demands of other people.</p> <p>Products or resources that are in short supply tend to be more costly than those that are abundant. Inequality results when provinces or countries have a surplus of products or resources that are in short supply elsewhere.</p> <p><b>Interaction</b></p> <p>People in an area usually attempt to trade their surplus products or resources with people in other areas. Alberta's imports tend to be from places with different natural resources, climatic conditions and technology.</p> <p>International trade is usually based on the understanding that the people of a region should manufacture those goods and services they can best produce, and then trade for other things they want.</p> <p>As people receive manufactured products from other places, they are exposed to some elements of the culture that produced them.</p> <p><b>Perspective</b></p> <p>In their interaction with others, individuals, provinces, and nations look to protect their own interests — to profit from the exchange, either financially or otherwise. Trade is most likely to continue if it benefits all parties in important ways.</p> <p>The contacts we have with other societies — through travel, television viewing, immigration, the books we read, music we listen to, and so on — influence our ways of thinking.</p>	<p>Students shall develop proficiency in all skills areas, including the following specific skills:</p> <p><b>Inquiry Skills and Examples</b></p> <ol style="list-style-type: none"> <li>A. <i>Paraphrase an issue</i> involving interdependence between Alberta, Canada, and the world through observation in homes and stores.</li> <li>B. <i>Formulate research questions</i>, as a class, to inquire into Alberta's interdependence with other regions.</li> <li>C. <i>Read bar and/or pictographs</i> to obtain information on Alberta's interdependence with other provinces and countries.</li> <li>D. <i>Make inferences</i> from statistical information concerning ways in which Albertans are interdependent.</li> <li>E. <i>Deduce logical conclusions</i> of the sharing with others of Alberta's resources in alternative situations.</li> <li>F. <i>Analyze the values</i> inherent in each of these positions.</li> <li>G. <i>Create a plan of action</i> on ways of sharing Alberta's resources, and evaluate the probable effects of the plan.</li> <li>H. <i>Decide whether to extend inquiry</i> into a local application.</li> </ol> <p><b>Participation Skills and Examples</b></p> <ol style="list-style-type: none"> <li>A. <i>Support ideas logically</i> on the pros and cons of increasing Alberta's interdependence with other provinces and countries.</li> <li>B. <i>Listen</i> to what people think is important when they take particular stands on increasing Alberta's interdependence with other provinces.</li> <li>C. <i>Negotiate to influence others</i> about "best" ways of interacting with other countries.</li> <li>D. <i>Assist in group projects</i> to apply conclusions about independence and interdependence in a school situation.</li> </ol>

# GRADE FIVE — CANADA, OUR COUNTRY

## Overview Of The Grade Five Social Studies

*The Grade Five social studies program focuses on issues associated with three topics of relevance to Canadians: the socio-cultural dimension of Canadian history; Canada's regional diversity; and some ways that other modern technological societies have attempted to resolve the kinds of problems that confront Canadians today.*

In Topic A, **Canada From Early Settlement to Nationhood**, three themes from Canadian history that continue to be of major concern to Canadians comprise the basis of inquiry, as students examine whether new ways should be developed to accommodate the cultural and ethnic differences of Canada's peoples.

*NOTE: Since the purpose of understanding the past is to better understand the present so as to be able to shape the future, this topic should be regarded as containing the roots of present social issues, and not as a study of an isolated historical era.*

In Topic B, **Canada's Diversity from Region to Region**, students focus on issues pertaining to lifestyles in Canada's economic and demographic regions.

Topic C, **Countries Like Canada: How They Solve Problems**, is intended to comprise a natural sequence to Topics A and B. In this topic, students look at other countries that have problems similar to those addressed in Topic A or Topic B and at some of the ways that lifestyles in those countries are affected by the types of solutions that have been developed and applied there. The relevance of these solutions for Canada is then assessed.

While 25% of class time may be devoted to topics selected by teachers and students, the three topics described above are prescribed for study. It is suggested that they be studied in the sequence that is outlined. Each topic must be allocated a minimum of four weeks of the total social studies class time.



# GRADE FIVE — CANADA, OUR COUNTRY

## Topic A — Canada From Early Settlement to Nationhood

In this topic, students investigate issues that have their roots in the cultural and social dimensions of Canadian history from early settlement to early nationhood. The following major areas provide the historical content for this topic:

1. **The meeting of peoples of different cultural and ethnic backgrounds in the initial settlement of Canada.** Emphasis should be on the ways in which contact occurred, and the types of culture change and exchange that resulted, between the coming together of Indians/ Europeans, French/ English, and various ethnic groups in the different regions of Canada (e.g., Maritimes, and Upper and Lower Canada).
2. **The creation of a system of government in 1867 to accommodate the different values of different groups of Canadians.**
3. **The competition between the economic interests of various cultural groups for territorial ownership in the exploration and early settlement of the West.**

**GENERAL VALUE ISSUE: SHOULD NEW WAYS BE DEVELOPED TO ACCOMMODATE THE CULTURAL AND ETHNIC DIFFERENCES OF CANADA'S PEOPLES?**

**RELATED SOCIAL ISSUES AND COMPETING VALUES:**

*Nationalism / Cultural Differences* — Was Confederation the best solution to the problems and conflicts which faced "Canada" in the early settlement period?

*Self-Advancement / Compassion* — How should the problems that arose because of the different perspectives held by Native peoples, fur traders, and settlers for land ownership have been settled?

*Equality / Contribution to National Welfare* — Should settlers and Native people have been required to obey the same laws? (Should all people in Canada today?)

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
<p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none"> <li>• An understanding of values that provided the basis for interaction between ethnic and cultural groups in the early settlement period in Canada.</li> <li>• An appreciation for the efforts of groups in Canadian history to accommodate the values of people from other ethnic, social and cultural groups.</li> <li>• An ability to identify conflicting views about accommodating cultural and ethnic differences among Canadian groups, and to make value judgments about those views.</li> </ul>	<p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p><b>Social Change</b></p> <p>The multi-ethnic composition of Canada is the partial result of the interactions of a variety of cultures in the early settlement period.</p> <p><b>Power</b></p> <p>It is sometimes necessary for interest groups to limit their autonomy in order to gain other advantages. Confederation is an example of such a compromise.</p> <p>Power may derive from many sources, including numerical strength, possession of technology, wealth, and knowledge. The course of Canadian history has been influenced by the exercise of each type of power.</p> <p><b>Institutions</b></p> <p>Native people, fur traders, and settlers each had different ideas as to the value of land ownership. Methods of dealing with these differences were frequently inadequate and conflict resulted.</p> <p>Basic aspects of Canadian life today — language, government, population distribution, etc. — continue to reflect dominant features in early Canadian history.</p>	<p>Students shall develop proficiency in all skill areas, including the following specific skills:</p> <p><b>Inquiry Skills and Examples</b></p> <ol style="list-style-type: none"> <li>A. <i>Identify elements of an issue</i> pertaining to differences among cultural and ethnic groups in Canada.</li> <li>B. <i>Create hypotheses</i> to guide information-gathering relating to ways of accommodating those differences constructively.</li> <li>C. <i>Read historical maps</i> to find the locations of settlements of Canada's cultural and ethnic groups.</li> <li>D. <i>Record events</i> in the settlement of Canada and construct a simple timeline.</li> <li>E. <i>Infer reasons for different perspectives</i> as to why conflict has occurred between cultural and ethnic groups in Canada's history.</li> <li>F. <i>Deduce logical conclusions</i> resulting from different ways Canada could accommodate different cultural and ethnic peoples.</li> <li>G. <i>Formulate alternative solutions</i> to the issue and justify one position.</li> <li>H. <i>Create a plan of action</i> and evaluate it for consistency with what the class and individuals feel is "just" or "fair".</li> <li>I. <i>Examine the appropriateness of the plan of action</i> to historical situations.</li> </ol> <p><b>Participation Skills and Examples</b></p> <ol style="list-style-type: none"> <li>A. <i>Express ideas</i> in a panel discussion.</li> <li>B. <i>Interpret feelings</i> about accommodating different cultural groups within Canada.</li> <li>C. <i>Negotiate to influence others</i> to a course of action.</li> <li>D. <i>Demonstrate a sense of sharing</i> in responding to the needs of class members with different ethno-cultural backgrounds.</li> </ol>

# GRADE FIVE — CANADA, OUR COUNTRY

## Topic B — Canada's Diversity From Region to Region

In this topic, the students investigate issues that pertain to the concepts of economic and demographic regionalism in Canada. The following areas of content provide the base for this topic:

1. **Major Economic Regions of Canada.** E.g., agricultural, industrial, extractive (timber, mining, fishing).
2. **Demographic Regions of Canada.** The relationship of economic base and population density, and a knowledge of major population areas in Canada, are particularly significant.

**GENERAL VALUE ISSUE: SHOULD REGIONAL DIFFERENCES WITHIN CANADA BE A CONCERN OF ALL CANADIANS?**

**RELATED SOCIAL ISSUES AND COMPETING VALUES:**

*Social Welfare / Opportunity* — Should industries be encouraged in areas where poverty or unemployment is high?  
*Conservation / Material Welfare* — Should resources be developed to enhance an area's economic status, if the unique features of the environment may be threatened?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
<p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none"><li>• An understanding of values that people in Canada's various regions hold to be important.</li><li>• An increased awareness of the influence of environment on personal wants, needs, and values.</li><li>• An appreciation for the ways in which various groups within Canada have sought to create a positive relationship with their environment.</li><li>• Positive feelings toward personal behaviour in relation to the environment.</li><li>• An ability to use knowledge of regional differences to predict effects of alternative proposals for solving inter-regional problems, and to choose from among the proposals.</li></ul>	<p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p><b>Identity</b></p> <p>Economically, the factors that influence a region's identity include per capita income, unemployment, resource base, technology and demands for goods and services. Canada's regions are also differentiated by such forces as geography, history, and culture.</p> <p><b>Interaction</b></p> <p>The resource base for a region is usually inadequate to fulfill people's needs. Therefore, regions tend to manufacture what they can produce best and trade for what other goods and services they need.</p> <p>Regional membership is overlapping in that an individual can be simultaneously a member of a demographic region, an economic region, an ethnic/cultural region, and a political region.</p> <p>Population movements are frequently determined by economic differences.</p> <p><b>Institutions</b></p> <p>Governments attempt to reduce discrepancies in economic growth from region to region through the development and distribution of resources.</p> <p><b>Environment</b></p> <p>Any human society must find a workable relationship with the earth's resources. The relationship of economic welfare to resource base has resulted in significant differences between lifestyles in Canadian regions.</p>	<p>Students shall develop proficiency in all skill areas, including the following specific skills:</p> <p><b>Inquiry Skills and Examples</b></p> <ul style="list-style-type: none"><li>A. <i>Describe an issue</i> that exists between Canada's different regions, giving specific examples of competing alternatives.</li><li>B. <i>Formulate research questions</i> in small groups and select appropriate methods to find out about relationships between different regions of Canada.</li><li>C. <i>Read and interpret maps, graphs, and tables</i> of Canada for information on economic regions, location of cities, and major resource locations. <i>Record and compare information</i> for each of Canada's economic and demographic regions by constructing a retrieval chart.</li><li>D. <i>Compare and contrast points of view</i> on solutions to issues involving Canada's regional differences.</li><li>E. <i>Relate causes and effects</i> of the diversity existing between Canada's economic and demographic regions.</li><li>F. <i>Analyze the values</i> inherent in each alternative for resolving Canada's regional differences.</li><li>G. <i>Create a proposal</i> for resolving a regional issue.</li><li>H. <i>Judge consequences</i> in terms of competing values for the issue.</li></ul> <p><b>Participation Skills and Examples</b></p> <ul style="list-style-type: none"><li>A. <i>Support ideas logically</i> in a group discussion relating to Canada's regional differences.</li><li>B. <i>Interpret the feelings of others</i> by means of a simulated experience to illustrate the relationships existing between different regions of Canada.</li><li>C. <i>Apply an appropriate role as a leader</i> of a group to create a course of action.</li><li>D. <i>Assist in a group project</i> to raise awareness of the unique features of a region.</li></ul>

# GRADE FIVE — CANADA, OUR COUNTRY

## Topic C — Countries Like Canada: How They Solve Problems

In this topic, students inquire into aspects of either socio-cultural interactions (Topic A) or economic and demographic regionalism (Topic B) as these concepts exist in another modern technological society. Issues that were researched in Topic A or Topic B should be investigated in one or more other countries and the solutions that have been developed and applied in those countries should then be tested to determine their applicability for Canada. Possible areas of inquiry include:

1. Economic regions — United States, Germany, Japan.
2. Demographic regions — Australia, Great Britain.
3. Cultural regions — New Zealand, Switzerland.

**GENERAL VALUE ISSUE: SHOULD WE USE THE EXPERIENCES OF PEOPLE IN OTHER COUNTRIES IN PLANNING CANADA'S FUTURE?**

**RELATED SOCIAL ISSUES AND COMPETING VALUES:**

*Equality / Respect for Individual Differences* — Should Canada have policies for ethnic and cultural minorities like those of Switzerland? New Zealand? Australia?

*Self-Determination / Global Sharing* — Should Canada use the methods used in other countries to address problems of economic and / or demographic regionalism? Should other countries use the methods employed in Canada?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
<p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none"> <li>• An understanding of the values related to other countries' policies and approaches to problem solving.</li> <li>• An appreciation for the efforts of people in other countries to resolve cultural, demographic, and economic problems.</li> <li>• An ability to identify values underlying solutions to problems in other countries, and to judge the desirability of those values and solutions for application to Canadian problems.</li> </ul>	<p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p><b>Resources</b></p> <p>The conflict between unlimited needs and wants and limited resources persists in all modern technological societies despite geographical, occupational and technological specialization. Problems that confront technological societies tend to have some major common features.</p> <p><b>Perspective</b></p> <p>Looking at a problem from the point of view of its solution in other settings may provide possible solutions within Canada. (e.g., Problems of economic regionalism in the United States may be similar to problems of economic regionalism in Canada and may provide patterns for Canadian solutions. OR, Native groups in New Zealand have tended to assimilate into the dominant European culture while maintaining elements of their original culture. Canadians may find assistance in achieving their goals for a multicultural society by examining the New Zealand experience. OR, In the Australian "outback" technology has been used to resolve problems of isolation. The Australian experience may have application in isolated regions of Canada.)</p> <p><b>Inquiry</b></p> <p>Comparative studies of countries with problems similar to Canada's enable the researcher to gather needed information to choose possible solutions for Canada.</p>	<p>Students shall develop proficiency in all skill areas, including the following specific skills:</p> <p><b>Inquiry Skills and Examples</b></p> <ol style="list-style-type: none"> <li>A. <i>Paraphrase an issue</i> about planning Canada's future after selected reading about other countries.</li> <li>B. <i>Formulate research questions</i> to obtain information about how the experiences of other countries can be used to plan Canada's future.</li> <li>C. <i>Read about ways</i> in which Canada and another country have attempted to solve an economic, cultural or demographic problem. <i>Record information</i> in outline form.</li> <li>D. <i>Infer reasons</i> why another country prefers certain ways of solving cultural, economic or demographic issues.</li> <li>E. <i>Formulate reasons</i> for differences and similarities between issues in Canada and another country.</li> <li>F. <i>Predict the consequences</i> of applying methods of another country to situations in Canada.</li> <li>G. <i>Create a plan of action</i> to modify and apply methods used in another country to a Canadian issue.</li> <li>H. <i>Assess the method</i> of comparative inquiry as carried out.</li> </ol> <p><b>Participation Skills and Examples</b></p> <ol style="list-style-type: none"> <li>A. <i>Adapt a communication</i> to a suitable form to present to an external audience.</li> <li>B. <i>Interpret ideas and feelings of people</i> from cultural, economic, and demographic regions of other countries.</li> <li>C. <i>Apply rules of procedure</i> in debating advantages and disadvantages to alternative solutions for planning Canada's future.</li> <li>D. <i>Demonstrate a sense of sharing</i> in creating a solution to a Canadian issue.</li> </ol>

# GRADE SIX — MEETING HUMAN NEEDS

## Overview Of The Grade Six Social Studies

*Human nature gives rise to certain basic needs, physical, social and psychological in character. The satisfaction of needs necessitates co-operation but may also involve conflict over goods, resources, and rewards, which are generally less plentiful than the demand for them. The Grade Six social studies program is designed to help students explore and resolve some of the problems that confront people as individuals and as members of a society when discrepancies arise between perceived needs and available resources. The program is designed around issues involving human needs in a very diverse context.*

In Topic A, **How People In Earlier Times Met Their Needs**, students are introduced to a framework for universal needs (physical, psychological and social) and to the ways that fulfillment of needs created the need for decision-making in a previous historical setting. The setting could be either an ancient Mediterranean civilization or a civilization of pre-settlement America.

In Topic B, **How People In Eastern Societies Meet Their Needs Today**, students face issues associated with tradition and modernization in the face of unmet needs in societies with which Canada is developing increased interdependence.

Topic C, **Meeting Needs Through Government**, provides students with their first formal orientation to the ways that needs can be met through democratic political processes. The topic incorporates the different levels of government in Canada, and encourages the development of attitudes and decision-making skills that are required for active participation in democratic citizen decision-making. This topic encompasses both a contemporary and an historical context.

While 25% of class time may be devoted to topics selected by teachers and students, the three topics described above are prescribed for study. It is suggested that they be treated in the sequence that is outlined. Each topic must be allocated a minimum of four weeks of the total social studies class time.



# GRADE SIX — MEETING HUMAN NEEDS

## Topic A — How People in Earlier Times Met Their Needs

In this topic, students examine basic human needs and classify them as **physical** (e.g., food, shelter), **psychological** (e.g., self-esteem, development of personal talents) and **social** (e.g., communicating with others, social orderliness). The various types of needs are then examined in terms of how they created issues and the need for decision-making for individuals and groups in previous civilizations, such as an ancient Mediterranean civilization (e.g., Greek, Roman, Egyptian) or pre-settlement America (e.g., Mayan, Aztec, Inca, Plains Indian civilizations).

**GENERAL VALUE ISSUE: HOW SHOULD PEOPLE MEET THEIR BASIC NEEDS?**

**RELATED SOCIAL ISSUES AND COMPETING VALUES:**

*Self-Survival / Compassion for Others* — Should people who lived in earlier civilizations be regarded as uncivilized? What means should people be allowed to use to meet their basic needs?

*Equality / Self-Advancement or Personal Freedom* — Should class structures be an organizing element in society as they were in most ancient civilizations?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
<p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none"> <li>• An understanding of the value structures created in earlier civilizations and of the ways in which these structures provided a basis for the evolution of subsequent civilizations.</li> <li>• An increased awareness of similarities and differences between value systems of people today and those of people in earlier civilizations.</li> <li>• An appreciation for the variety of ways in which people at different points in history have met basic needs.</li> <li>• An ability to identify values reflected in ways in which earlier people met their needs, and to judge the appropriateness of those ways and values today.</li> </ul>	<p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p><b>Human Needs</b></p> <p>All people have similar physical, social and psychological needs. How these needs are met has varied over time and from place to place.</p> <p><b>Resources</b></p> <p>In an attempt to alleviate problems of basic needs and wants, people have often moved from one location to another, taking with them their technology and ideas. Immigration of this type has been a significant factor in the development of civilizations.</p> <p><b>Interaction</b></p> <p>Contact between people of different cultures has been a vital factor in human progress because such contacts start and keep important changes going. Hence, the origins of some basic contemporary Western institutions can be found in the ancient civilizations.</p> <p><b>Social Change</b></p> <p>Reasons frequently put forward for the emergence of civilizations include:</p> <ul style="list-style-type: none"> <li>— accumulation of surplus capital, usually involving trade</li> <li>— growth in population and settlement size</li> <li>— progress in public works</li> <li>— invention of writing</li> <li>— emergence of social classes and political organizations.</li> </ul>	<p>Students shall develop proficiency in all skill areas, including the following specific skills:</p> <p><b>Inquiry Skills and Examples</b></p> <p>A. <i>Paraphrase an issue about how an early civilization met basic needs, giving specific examples.</i></p> <p>B. <i>Formulate research questions as a class to compare ways in which previous civilizations met their physical, psychological and social needs, with those of Canadians today.</i></p> <p>C. <i>Interpret print, AV materials, charts and timelines for information of ways previous civilizations met specific human needs.</i> <i>Sketch and label ways in which previous civilizations met their human needs.</i> <i>Conduct participant-observation by simulating ways of meeting needs in ancient or pre-settlement civilizations.</i></p> <p>D. <i>Discriminate relevant from irrelevant data in defining “basic needs” for people in previous civilizations.</i></p> <p>E. <i>Summarize ways in which previous civilizations (as compared to Canada today) met their basic needs.</i></p> <p>F. <i>Analyze conflicting values in alternative ways of meeting basic needs.</i></p> <p>G. <i>Create and evaluate a plan of action with regard to the best ways of providing for a basic need in a specific concrete situation.</i></p> <p>H. <i>Judge the worth of consequences of the plan of action to self and other.</i></p> <p><b>Participation Skills and Examples</b></p> <p>A. <i>Support ideas logically concerning best ways of meeting basic needs.</i></p> <p>B. <i>Interpret ideas and feelings of others (about ways of meeting basic needs) through the use of role-playing.</i></p> <p>C. <i>Apply an appropriate role as leader or follower to help develop group consensus about ways of providing for a basic need in a specific situation.</i></p> <p>D. <i>Demonstrate a sense of sharing by encouraging other students to participate in small group activities.</i></p>

# GRADE SIX — MEETING HUMAN NEEDS

## Topic B — How People in Eastern Societies Meet Their Needs Today

The classification of needs outlined in Topic A provides the base for inquiry into the ways in which people in one (or more) Eastern society attempt to fulfill their needs as individuals and as a society. The society that provides the context for inquiry in this topic should be a country in South East Asia, such as China, Korea, Viet Nam, Malaysia, etc. The focus should be on issues relating to the way that different culture groups deal with problems of unmet needs and some of the implications for Canada and Canadians.

**GENERAL VALUE ISSUE: SHOULD EASTERN SOCIETIES AND WESTERN SOCIETIES DEFINE HUMAN NEEDS IN THE SAME WAY?**

### RELATED SOCIAL ISSUES AND COMPETING VALUES:

*Welfare of Humanity / Faith in Humans to Solve Problems* — Should the problem of overpopulation in Eastern countries be a cause for action by Canadians?

*Preservation of Culture / Global Concern* — Should cultural differences between East and West be eliminated, with a view to increasing mutual understanding?

*Personal Welfare / Loyalty* — Should people strive more for their personal benefit or for the welfare of their society? Is there a "right" balance?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students shall develop personal growth in the following value-related areas: <ul style="list-style-type: none"> <li>• An understanding of the nature of value similarities and differences between Canadian and Eastern societies.</li> <li>• An increased awareness of ways in which an individual's value system reflects the culture of the society in which he/she lives.</li> <li>• An appreciation for the contributions that West and East can make to each other's societies.</li> <li>• An ability to identify similarities and differences between ways Eastern societies and Canadians meet their needs, and to identify ways which are consistent with a personal value system.</li> </ul>	Students shall acquire information to develop interpretations of the following concepts and generalizations: <p><b>Environment</b></p> <p>The geographic features of South East Asia have had a strong influence on how people's basic needs are met through the location of population areas, development of strong regional consciousness and patterns of economic activity.</p> <p>The concept of "density of population" of an area gives a clearer picture of population in that area than does the concept of "total population".</p> <p><b>Values</b></p> <p>The importance to people in Eastern cultures of their customs and traditions has been partly responsible for the slowness of cultural change that has resulted from contact with Western peoples.</p> <p>Differences in values between people of Eastern and Western cultures have sometimes resulted in mutual misunderstanding.</p> <p><b>Inquiry</b></p> <p>Through studying Eastern societies, alternatives can be found to Western ways of meeting human needs in health, environment, conservation, family relations, community organization, government planning and so on.</p> <p>Our choice of solutions to problems reflects the greater importance of some values than others in our value systems.</p>	Students shall develop proficiency in all skill areas, including the following specific skills: <p><b>Inquiry Skills and Examples</b></p> <ul style="list-style-type: none"> <li>A. Identify elements of an issue in which Eastern societies attempt to fulfill their needs.</li> <li>B. Select appropriate methods to compare the ways in which traditional Eastern societies fulfill their needs with those used in Canada.</li> <li>C. Read and interpret print and AV materials to compare ways in which Eastern and Western societies define their needs.</li> <li>D. Compare points of view about advantages and disadvantages of Eastern and Western ways of meeting basic needs.</li> <li>E. Formulate generalizations to explain relations between Canada and Eastern societies.</li> <li>F. Predict and evaluate consequences of the alternative ways in which Eastern and Western societies fulfill their needs.</li> <li>G. Create a plan to inform others about ways of meeting human needs in Eastern and Western societies.</li> <li>H. Assess the process used as a means of finding new ways to meet needs.</li> </ul> <p><b>Participation Skills and Examples</b></p> <ul style="list-style-type: none"> <li>A. Express ideas regarding Eastern and Western values, as indicated in the ways people live.</li> <li>B. Demonstrate an understanding of dilemmas faced by people with unmet needs as they struggle to survive or to achieve human dignity.</li> <li>C. Prepare a position to outline which aspects of an Eastern society could benefit our own.</li> <li>D. Provide support for group members to share ideas and information about diverse ways of meeting human needs.</li> </ul>

# GRADE SIX — MEETING HUMAN NEEDS

## Topic C — Meeting Needs Through Government

This topic focuses on democratic government as an institution that helps people meet their needs. Inquiry incorporates both contemporary and historical dimensions:

1. **Contemporary.** Students inquire into the processes and structures of social organizations (e.g., school, class, family, sporting teams) as means of meeting some basic needs, then focus on issues associated with government today at the local, provincial and federal levels in Canada. Knowledge of the different political divisions and centres of government in Canada should be acquired in this dimension.
2. **Historical.** Students inquire into events leading up to the creation of Alberta as a province, including government before 1905, settlement patterns, and the building of railways.

**GENERAL VALUE ISSUE: HOW MUCH RESPONSIBILITY FOR MEETING THEIR NEEDS SHOULD PEOPLE ALLOCATE TO THEIR GOVERNMENTS?**

**RELATED SOCIAL ISSUES AND COMPETING VALUES:**

*Loyalty / Social Concern* — When should the individual be loyal to and proud of the family, community, or nation, and when should he / she be critical?

*Social Consciousness / Self-Reliance* — To what extent should governments take responsibility for the general welfare of people (e.g., public transportation, recreation facilities, unemployment benefits)?

*Personal Freedom / Personal Welfare* — Should governments have responsibility for protecting people's health and safety at the expense of personal freedoms (e.g., pollution, drugs)?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Students shall develop personal growth in the following value-related areas:	Students shall acquire information to develop interpretations of the following concepts and generalizations: <p><b>Power</b>            "Politics" exist in our everyday lives within the family, classroom, school, and peer group, as well as in the broader community. We face questions of "politics" in dealing with disparities between ideals and realities, deciding on a balance of freedom and order, matching rights and responsibilities and controlling the abuse of power.            In Canada, power is exercised through government at the federal, provincial and local levels.</p> <p><b>Influence</b>            Citizens in a democracy can influence their government through such basic principles as "election", "majority rule", "freedom of speech", and "universal suffrage".            Individuals usually find working together more successful than working alone as a means of influencing the process of decision-making.</p> <p><b>Human Needs</b>            Governments have agencies that provide a variety of services to help people meet their basic needs.            As the West became settled and populated, concerns were expressed for the creation of regional political institutions to address problems of human needs. The Province of Alberta was created in 1905 in response to such expressions of concern.</p>	Students shall develop proficiency in all skill areas, including the following specific skills: <p><b>Inquiry Skills and Examples</b></p> <ul style="list-style-type: none"> <li>A. <i>Describe an issue</i> involving types and amounts of responsibilities that governments should assume.</li> <li>B. <i>Formulate hypotheses about likely consequences of</i> governments assuming different amounts of responsibility on behalf of citizens.</li> <li>C. <i>Interview resource persons</i> to determine the ways that Alberta's first governments responded to human needs.</li> <li>D. <i>Infer reasons</i> why different people have different political views.</li> <li>E. <i>Develop the concept of "power"</i> through classifying examples of types of relationships between people.</li> <li>F. <i>Make a policy decision</i> for allocating specific powers to a level of government.</li> <li>G. <i>Create a plan</i> to maximize the input that people have into political processes.</li> <li>H. <i>Examine the appropriateness of the proposal</i> in a specific situation.</li> </ul> <p><b>Participation Skills and Examples</b></p> <ul style="list-style-type: none"> <li>A. <i>Apply principles of "freedom of speech", "respect for others"</i> to make a decision on a social issue.</li> <li>B. <i>Demonstrate understanding of dilemmas</i> regarding appropriate roles for government officials.</li> <li>C. <i>Apply rules of procedure</i> in simulating a government debate about which needs government should meet.</li> <li>D. <i>Provide support</i> for group members in resolving a dilemma involving government and personal freedom.</li> </ul>

# GRADE SEVEN — PEOPLE AND THEIR CULTURE

## Overview Of The Grade Seven Social Studies

*The Grade Seven social studies program is designed to help students explore and resolve some of the problems that arise in our existence as cultural beings. It builds upon the Grade Six program, **Meeting Human Needs**, to involve students in the examination of some ways that basic needs are met through culture, and the problems and dilemmas that people must face when their culture is disrupted.*

In Topic A, **Defining Culture: An Introduction**, students devise a framework for culture study through a comprehensive analysis of their own cultural context as members of a dynamic technological society. In Topic B, **Case Studies of Non-Industrial Societies**, refinements are made to the framework to accommodate the cultural patterns and ways of thinking of peoples in societies that are very different from our own. In Topic C, **Canada: A Multicultural Society**, students use the revised framework to examine the different perspectives of members of Canadian ethnic and cultural groups as they seek to resolve problems associated with cultural interaction, preservation, and adaptation.

While 25% of class time may be devoted to topics selected by teachers and students, there are three topics prescribed for study. It would be preferable for the three topics to be studied in the sequence suggested. Each topic must be allocated a minimum of four weeks of the total social studies class time.



# GRADE SEVEN — PEOPLE AND THEIR CULTURE

## Topic A — Defining Culture — An Introduction

In this topic students develop a framework with which to examine the relationships among various aspects of culture. Aspects of culture to which the framework can be applied in Topic A and subsequent topics include:

1. Techno-economic aspects (e.g., resources, tools)
2. Socio / political aspects (e.g., patterns of communication and social organization and control)
3. Ideological aspects (e.g., values, beliefs)
4. Affective aspects (e.g., attitudes, feelings, appreciations)

Students should develop the framework through an examination of experiences in their own cultural context, including the family, school and peer group, their roles as producers and consumers, in work and leisure situations, and so on.

Specific questions which will help in the development of the

framework include: What does it mean to be “human”? What is culture? What are cultural universals? How is culture learned? What aspects of culture change most readily? Most slowly? How does culture influence one’s behaviour?

**GENERAL VALUE ISSUE: HOW SHOULD “CULTURE” BE ASSESSED?**

**RELATED SOCIAL ISSUES AND COMPETING VALUES:**

*Material Welfare / Self-Sufficiency* — Should technological achievements be used to assess the advancement of cultures?

*Personal Freedom / Social Control* — Should institutions be used to enforce certain beliefs and behaviours in the members of a culture?

*Universality of Human Beings / Freedom of the Individual* — Should all cultures strive to teach certain universal values?

*Uniqueness of Human Beings / Group Welfare* — Should individual uniqueness be valued in a culture?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
<p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none"><li>• An understanding of the universal values that underlie culture in all human societies.</li><li>• A willingness to treat other people with respect, in spite of individual differences.</li><li>• An ability to describe behaviours that reflect different value positions and to make a choice between conflicting values inherent in these alternative behaviours.</li></ul>	<p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p><b>Human Needs</b></p> <p>Cultures differ in the ways in which they satisfy human needs. The systems developed to satisfy these needs, in turn, result in diverse cultures.</p> <p><b>Interaction</b></p> <p>Culture is learned through group interaction. Culture provides social norms and means for dealing with conflict within and between social groups. Individuality may not be tolerated if it is perceived as threatening the survival of the group.</p> <p><b>Influence</b></p> <p>In a modern, technological society, individuals usually belong to many groups. This results in conflicting influences on people in their daily lives, thereby creating the need for decision-making about many aspects of lifestyle.</p> <p><b>Institutions</b></p> <p>As group members, humans develop accepted ways and means of meeting their needs. These ways and means are called “institutions.” Institutions tend to support the broad roles, norms, values and sanctions of a culture.</p>	<p>Students shall develop proficiency in all skill areas, including the following specific skills:</p> <p><b>Inquiry Skills and Examples</b></p> <ul style="list-style-type: none"><li>A. <i>Paraphrase a value issue</i> dealing with the dilemma of making judgments about the worth of culture.</li><li>B. <i>Formulate research questions</i> to inquire into the concept of “culture” as students experience it.</li><li>C. <i>Survey</i> the classroom and/or school for information about the freedom and/or control that students experience in small social groups.</li><li>D. <i>Categorize</i> values and beliefs inherent in customs, norms, roles, and rules that affect adolescents.</li><li>E. <i>Develop the concept</i> of “cultural universals” in relation to Canadian culture.</li><li>F. <i>Analyze values</i> which are inherent in individual behaviour, but contrary to specific societal norms.</li><li>G. <i>Create a plan</i> for studying culture, and apply in a specific case study.</li><li>H. <i>Assess the process</i> in terms of its apparent satisfactoriness in a new case study.</li></ul> <p><b>Participation Skills and Examples</b></p> <ul style="list-style-type: none"><li>A. <i>Support ideas logically</i> in proposing a framework for culture study.</li><li>B. <i>Listen to the expression of ideas and feelings of others.</i></li><li>C. <i>Use consensus, majority rule, and authority procedures</i> to resolve an issue in the sub-culture of students.</li><li>D. <i>Assist in group projects</i> that apply conclusions to classroom situations.</li></ul>

# GRADE SEVEN — PEOPLE AND THEIR CULTURE

## Topic B — Case Studies of Non-Industrial Societies

In this topic, the framework for culture study that was developed in Topic A is used to examine issues pertaining to the cultures of non-industrial societies today: e.g., Aborigines of Central Australia, Tasaday, Bushmen, Pygmies of the Ituri. As the framework is applied to a specific cultural case study, it is expected that students will develop sensitivity to the limitations of any one culture perspective, including their own. Students should be encouraged to refine the original framework to accommodate cultural patterns that do not exist in Western technological society (e.g., kinship patterns, mythology as a guide for behaviour, and so on).

**GENERAL VALUE ISSUE: SHOULD ALL CULTURES BE REGARDED AS HELPING PEOPLE ACHIEVE HUMAN DIGNITY?**

**RELATED SOCIAL ISSUES AND COMPETING VALUES:**

*Charity / Self-Determination* — Should restrictions exist for human interactions between cultures (e.g., missionary work, anthropological studies)?

*Humanitarianism / Self-Determination* — Should international agencies assume responsibility for the welfare of people in non-industrial societies?

*Scientific Advancement / Uniqueness of Human Cultures* — Should the “Western” frame of reference be used to judge the validity of other cultures?

### VALUE OBJECTIVES

### KNOWLEDGE OBJECTIVES

### SKILL OBJECTIVES

Students shall develop personal growth in the following value-related areas:  • An understanding of underlying perspectives and values in different cultures. • An appreciation of the efforts of people in different environments to create satisfying relationships with their environment. • An ability to identify the values of different cultures, and to reason about the relationship of those values to universal principles of human dignity.	Students shall acquire information to develop interpretations of the following concepts and generalizations:  <b>Inquiry</b> People of non-industrial societies often use mythology to organize and explain their world. Anthropologists use a variety of field methodologies, including direct observation and participant observation, as a means to understanding other cultures. The “scientific method”, as created in Western thought, is inadequate as a means of understanding and explaining non-technological and non-Western societies. <b>Environment</b> The way in which man interacts with his physical environment is determined by the attitudes, values and skills of his culture. The physical environment influences, but does not fully determine, the various institutions and other manifestations of a culture. <b>Perspective</b> The culture in which one matures is a powerful force in the development of one’s frame of reference. This in turn influences perceptions of other cultures. We tend to judge other cultures from our own point of view, expecting them to meet our standards and expectations. This attitude results in “ethno-centrism”.	Students shall develop proficiency in all skill areas, including the following specific skills:  <b>Inquiry Skills and Examples</b> A. <i>Describe an issue</i> to incorporate the perspective of people in a non-technological society. B. <i>Create an approach for research</i> to adapt the framework developed in Topic A to the issue. C. <i>Read print materials</i> to locate examples of the effects of advanced technology in a non-industrial society. <i>Conduct participant-observation</i> to locate instances of ethno-centric behaviour. D. <i>Infer reasons</i> for varying perspectives on culture patterns of a non-technological society. E. <i>Relate the causes and effects</i> of industrialization on non-industrial societies. F. <i>Evaluate the alternatives</i> facing non-industrial societies for their future. G. <i>Create a plan</i> to guide human interactions between cultures. H. <i>Judge the worthwhileness of the plan</i> in terms of consistency with definitions of human dignity.  <b>Participation Skills and Examples</b> A. <i>Express ideas</i> to argue for or against the survival of traditional cultures. B. <i>Interpret ideas and feelings of people</i> in different cultures through role-playing. C. <i>Apply an appropriate role as leader or follower</i> of a group. D. <i>Provide support</i> to the class in developing a refined model for culture study.
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# GRADE SEVEN — PEOPLE AND THEIR CULTURE

## Topic C — Canada: A Multicultural Society

In this topic, students apply the framework developed in Topic A to examine issues pertaining to cultural interaction, preservation and adaptation in Canada. Content must include at least one Native group (Innuuit, Indian) and two immigrant groups (e.g., French, German, Ukrainian, Norwegian, East Indian, Japanese) and involve the following elements:

1. Periods and patterns of migrations to Canada during the 18th, 19th and 20th centuries
2. The influence of geographic factors on culture in Canada's history
3. The concept of multiculturalism as a modern approach to dealing with cultural diversity

**GENERAL VALUE ISSUE: SHOULD CULTURAL DIFFERENCES BE CONSIDERED A PROBLEM TO OVERCOME OR A RESOURCE TO DEVELOP?**

**RELATED SOCIAL ISSUES AND COMPETING VALUES:**

*Minority Rights / Majority Welfare* — Should the Native people of Canada be encouraged to retain their unique culture or assimilate into the larger society?

— Should Canada continue to pursue the goal of "cultural mosaic"? (Would the "melting pot" concept be a preferable alternative?)

*Equality of all People / National Welfare* — Should immigration to Canada be restricted?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
<p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none"> <li>• An understanding of the unique and common values held by distinct culture groups in Canadian society.</li> <li>• An empathy* for the attitudes and values of Canadians of varying cultural backgrounds, beliefs, and lifestyles.</li> <li>• An ability to use knowledge of Canada's culture groups to resolve issues relating to Canada's present and future as a multicultural society.</li> </ul> <p>* Empathy: "capacity for participating in or vicarious experiencing of another's feelings, volitions, or ideas" (Webster's Dictionary)</p>	<p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p><b>Perspective</b></p> <p>The process of socialization, beginning at birth, has a significant effect on people's attitudes towards cultural differences.</p> <p>Misunderstandings and cross-cultural tensions sometimes result when people interact with another culture using the perspective of their own culture.</p> <p><b>Adjustment</b></p> <p>Most immigrant groups strive initially to preserve a cultural milieu similar to that with which they are most familiar.</p> <p>Immigrant cultures change over time in response to a combination of environmental limitations, borrowed traits, and new inventions.</p> <p>Cultural conflict may result from contact between cultural groups, resulting in accommodation, assimilation or extinction of the less dominant culture. These processes have influenced the formation of a Canadian identity.</p> <p><b>Institutions</b></p> <p>The dominant cultural groups in a society tend to influence disproportionately the social institutions of the society.</p>	<p>Students shall develop proficiency in all skill areas including the following specific skills:</p> <p><b>Inquiry Skills</b></p> <ol style="list-style-type: none"> <li>A. <i>Identify the elements</i> of an issue pertaining to multiculturalism in Canada.</li> <li>B. <i>Select appropriate techniques</i> to apply the framework developed in Topic A to a social issue.</li> <li>C. <i>Read and interpret</i> newspapers, periodicals, and magazines to locate information about changes in cultures of various groups in Canada.</li> <li>D. <i>Create graphs</i> to show the ethnic origins of the present Canadian population.</li> <li>E. <i>Evaluate subjectivity or objectivity</i> in a description of a Native or immigrant culture.</li> <li>F. <i>Formulate generalizations</i> resulting from cultural contact (e.g., education of Native and immigrant children).</li> <li>G. <i>Predict the consequences</i> of Canada becoming a multicultural state.</li> <li>H. <i>Decide whether to culminate inquiry or extend it</i> into more detailed study.</li> </ol> <p><b>Participation Skills and Examples</b></p> <ol style="list-style-type: none"> <li>A. <i>Express ideas</i> in a small group about a specific social issue as it relates to students.</li> <li>B. <i>Understand the dilemmas</i> of culture groups on questions of assimilation and identity.</li> <li>C. <i>Organize activities</i> for research to include procedures that can be done most efficiently by individuals and those which call for group effort.</li> <li>D. <i>Demonstrate a sense of sharing</i> through participation in discussions about personal ethnic backgrounds.</li> </ol>

# GRADE EIGHT — PEOPLE AND THEIR INSTITUTIONS

## Overview Of The Grade Eight Social Studies

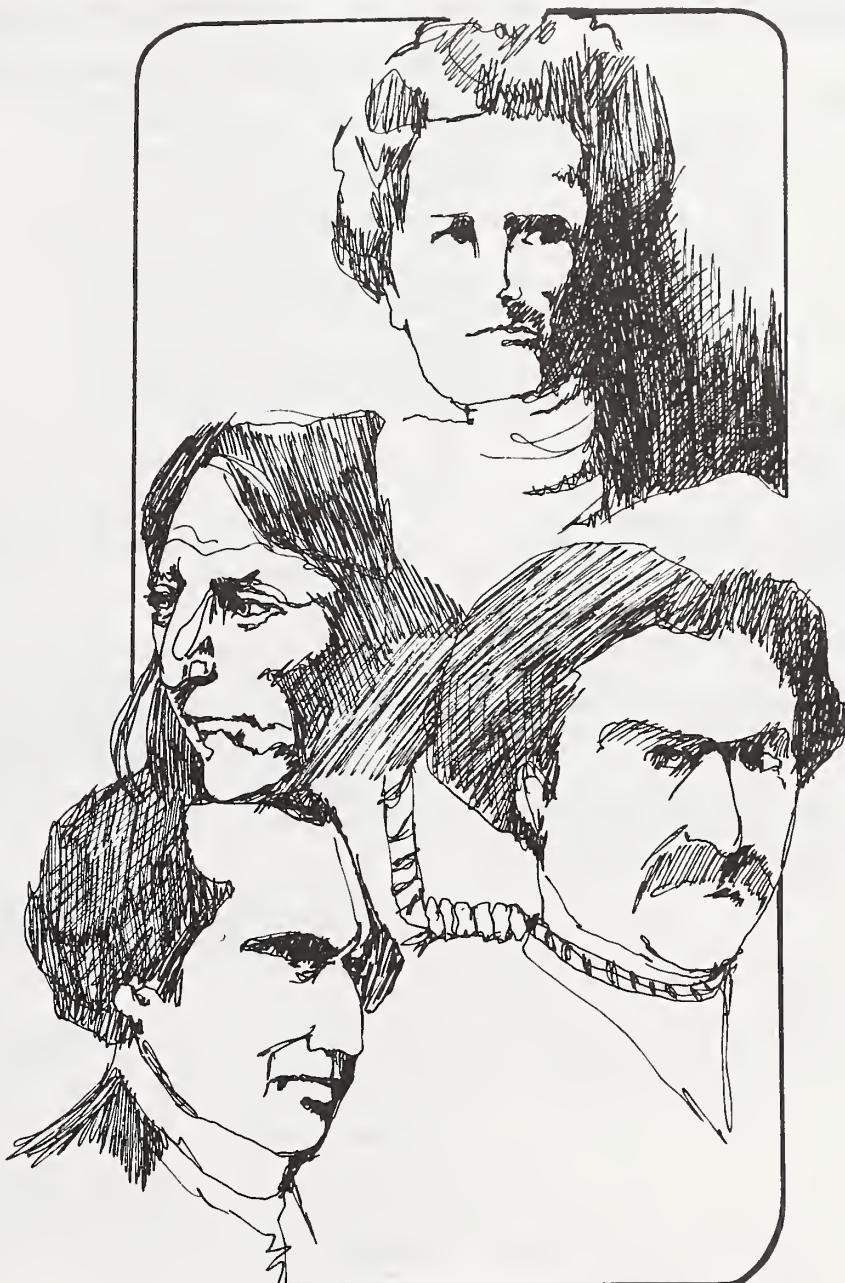
*The Grade Eight social studies program is designed to help students explore and resolve issues that arise when people create and seek to maintain or change their institutions.*

In Topic A, **Canada: Development of a Nation**, students investigate issues associated with Canada's emergence as a nation-state, and continuing efforts for political, cultural and economic autonomy.

Topic B, **Canada: Development of the Individual and Institutions**, recognizes that dynamic nationhood requires of citizens a commitment to active participation in the affairs of their country. This topic features inquiry into issues pertaining to major Canadian institutions, with particular emphasis on issues that relate to the lives of young adults.

In Topic C, **Africa and Asia: Development of Nations and Citizens**, students examine issues pertaining to nationhood from the two perspectives outlined previously — from the perspective of people collectively searching for autonomous identity as a nation, and from the perspective of individuals seeking to satisfy basic human needs through the creation of responsive institutions.

While 25% of class time may be devoted to topics selected by teachers and students, there are three topics that are prescribed for study. Each topic must be allocated a minimum of four weeks of the total social studies class time.



# GRADE EIGHT — PEOPLE AND THEIR INSTITUTIONS

## Topic A — Canada: Development of a Nation

This topic requires students to focus on issues relating to the emergence and growth of Canadian systems of government from colonial administration to representative democracy.

Two major forces and influences on the evolution of Canadian political institutions should be examined. These are:

1. Ways in which individuals and groups have influenced the developing nation and its institutions, both in pre-Confederation and from Confederation to today;
2. The direct and indirect influences of features of Canadian geography on the development of the Canadian nation-state.

**GENERAL VALUE ISSUE: SHOULD TRADITIONAL INSTITUTIONS GUIDE US IN BRINGING ABOUT CHANGE?**

**RELATED SOCIAL ISSUES AND COMPETING VALUES:**

*Tradition / Human Inventiveness* — Should the system of government that has been created in Canada be modified to accommodate changing conditions in Canada today?

*Personal Freedom / Responsibility to the State* — Should voting in elections be compulsory for all Canadian adults?

*Service to Country / Personal Freedom* — Should all Canadians be required to spend a term (say from age 18 to 20) serving their country in national welfare programs?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
<p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none"><li>• An understanding of how political institutions in Canada have evolved to reflect the values of Canadians.</li><li>• An appreciation for personal abilities to interact effectively with political institutions.</li><li>• An ability to identify contrasting views about the growth of Canada as a nation-state, and to choose between values that underlie the different views.</li></ul>	<p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p><b>Institutions</b></p> <p>The Canadian nation was formed by evolution, not revolution. The federal system, with its constitutional distribution of powers, has satisfied demands for change with varying degrees of success.</p> <p>The development of nationhood in Canada has been influenced by external forces, notably French, English and American. Gradually, distinctive Canadian institutions have emerged.</p> <p><b>Identity</b></p> <p>Canadians have continuously searched for a meaningful identity. Historically, this identity has had a different meaning for French-Canadians as a result of different beliefs, attitudes, and traditions.</p> <p><b>Interaction</b></p> <p>The division of powers between federal and provincial governments in 1867 represented an attempt to create a united nation that recognized and protected regional and cultural groups. This balance of power is constantly being examined and tested as Canada evolves.</p> <p>The addition of several new provinces, post-Confederation to the present, has influenced the development of the Canadian nation-state as it has attempted to resolve the problems of a large and geographically diverse country.</p>	<p>Students shall develop proficiency in all skill areas, including the following specific skills:</p> <p><b>Inquiry Skills and Examples</b></p> <ol style="list-style-type: none"><li>A. <i>Describe an issue</i> to accommodate historical and on-going concerns about Canada's political system.</li><li>B. <i>Formulate (historical) research questions</i> to guide information-gathering about Canadian political institutions and their response to change over time.</li><li>C. <i>Read and interpret</i> historical documents showing the growth of democratic institutions in Canada.</li><li>D. <i>Read and interpret</i> maps to trace the relationship of growth of the nation-state to features of geography.</li><li>E. <i>Infer reasons</i> which led the United Empire Loyalists to leave the U.S.A. and come to Canada.</li><li>F. <i>Relate the causes and effects</i> of Confederation, as perceived by a selection of historians.</li><li>G. <i>Predict the consequences</i> of following each alternative in resolving a relevant Canadian political issue.</li><li>H. <i>Create a plan of action</i> in support of a specific institutional change (school, church, club, etc.).</li><li>I. <i>Assess the merits</i> of historical methodology as a means of providing solutions to a contemporary issue.</li></ol> <p><b>Participation Skills and Examples</b></p> <ol style="list-style-type: none"><li>A. <i>Express ideas</i> on a social issue from two distinct viewpoints: e.g., 1867/today; French/English.</li><li>B. <i>Understand the dilemmas</i> of historical figures in their attempts to shape political institutions.</li><li>C. <i>Apply rules for group functioning</i> based on parliamentary procedures.</li><li>D. <i>Assist in group projects</i> which support agreed upon institutional change.</li></ol>

# GRADE EIGHT — PEOPLE AND THEIR INSTITUTIONS

## Topic B — Canada: Development of the Individual and Institutions

This topic focuses on issues that derive from interactions between individuals and one or more of their immediate institutions. Particular emphasis is placed on the ways in which the selected institutions affect the lives of Canadians and ways that young people can create constructive relationships with basic institutions. Institutions for study should be selected from the following: the law, education, government, the Arts, science, commerce, religion, and the family. Inquiry should be set in the context of Canadian history so that students recognize the ways that institutions have been modified over time in response to the needs and demands of individual Canadians and groups of Canadians, and the ways that institutions have contributed to the development of Canadians as individuals and as a society.

**GENERAL VALUE ISSUE: SHOULD INSTITUTIONS BE RESPONSIBLE TO INDIVIDUALS OR SHOULD INDIVIDUALS BE RESPONSIBLE TO INSTITUTIONS?**

**RELATED SOCIAL ISSUES AND COMPETING VALUES:**

*Individual Freedom / Social Control* — How should individuals relate to their legal system? (Should law be an upholder of the status quo or an agent of change?)

*Personal Achievement / Personal Comfort* — How much personal conflict and frustration is worth the goal if one really wants to effect change? (Consider Emily Carr, Nellie McClung, Crowfoot.)

### VALUE OBJECTIVES

### KNOWLEDGE OBJECTIVES

### SKILL OBJECTIVES

Students shall develop personal growth in the following value-related areas:

- An understanding of why individuals within a society value their institutions, some more than others, and attempt to shape them to reflect their individual and collective needs and interests.
- An appreciation for the diverse ways in which feelings, attitudes, values, beliefs and actions are influenced by the institutions of one's society.
- An ability to reason about one or more issues involving relationships of people and institutions, and to suggest alternative forms of influence that individuals might use to change institutions.

Students shall acquire information to develop interpretations of the following concepts and generalizations:

#### ***Institutions***

Changes in institutions arise from new ideas (innovation) and/or new technology (invention). In the recent past, some of the basic institutions in Canadian society have undergone significant change.

Changes in one institution create changes in other institutions.

#### ***Values***

The greater the diversity of values within a society, the greater the demands placed on institutions to reflect this diversity.

#### ***Influence***

Basic Canadian institutions have been challenged and changed by individuals and groups who felt that authorities were unresponsive to their needs.

#### ***Inquiry***

Change in an institution is most likely to occur when people become aware of a "problem" within the institution and have the political skills and knowledge to pursue a desired course of action.

Students shall develop proficiency in all skill areas, including the following specific skills:

#### ***Inquiry Skills and Examples***

- A. *Paraphrase the issue* in relation to a selection of relevant current events.
- B. *Formulate research questions* to accommodate contemporary and historical perspectives.
- C. *Read and interpret* graphs and/or tables to detect trends relating to Canadian institutions, such as: family size, membership in religious denominations, people in prisons, etc.
- D. *Infer reasons for varying perspectives* about contributions of famous Canadians to Canadian institutions.
- E. *Deduce logical conclusions* about the relative effects of "invention" and "ideas" in changing institutions in Canada's history.
- F. *Predict consequences* in situations where individuals respond to conscience rather than the expectations of their institutions.
- G. *Develop a plan* to increase personal (and perhaps others') awareness of the impact of a notable Canadian on an institution.
- H. *Decide on culminating or continuing inquiry* into personal relationships with an institution.

#### ***Participation Skills and Examples***

- A. *Support ideas logically* with regard to ways in which class members could effect change in institutions.
- B. *Listen to ideas of others* about ways in which individuals can sustain positive relationships with institutions.
- C. *Negotiate to obtain support* for a desired change in an institution.
- D. *Assist in a group project* to apply new skills to interaction with an institution.

# GRADE EIGHT — PEOPLE AND THEIR INSTITUTIONS

## Topic C — Asia & Africa: Development of Nations and Citizens

In this topic, students examine issues pertaining to developing nations and citizenship in Asia and / or Africa (excluding Arab states north of the Sahara). This topic is intended to build upon the previous grade eight topics by emphasizing either the perspective of individuals satisfying basic human needs through the creation of responsive institutions or the perspective of people collectively searching for autonomous identity as a nation. Inquiry should acknowledge the nature of the colonial experience, the independence movement, and current economic and social forces and institutions.

Emphasis is to be given to providing opportunities for students to view nationhood and citizenship from the perspective of the goals, ideals, and hopes of their counterparts in the country(ies) selected for study.

**GENERAL VALUE ISSUE: SHOULD THE INSTITUTIONS OF ONE COUNTRY BE USED TO CREATE CHANGE IN ANOTHER?**

**RELATED SOCIAL ISSUES AND COMPETING VALUES:**

*Power / Equality* — In world organizations such as the United Nations, should all countries have equal representation regardless of size, wealth and power?

*Modernization / Self-Determination* — Should Canadian aid to developing nations have “strings attached”?

*Material Welfare / Cultural Heritage* — Should developing nations strive to retain their indigenous culture, or become part of the “modern” world?

*Responsibility for Actions / Tolerance for Changed Conditions* — Should European colonial powers be held responsible for the “problems” of the Third World and for their solution?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
<p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none"><li>• An understanding of different value positions related to how developing nations should interact with modern technological nations.</li><li>• A respect for the efforts of people in developing nations to develop institutions and problem-solving processes that reflect their particular needs and goals.</li><li>• An ability to use knowledge of the growth of nationhood in developing countries to construct proposals reflecting different types of interaction between developing and modern societies, and to choose from among the proposals.</li></ul>	<p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p><b>Power</b></p> <p>When the more technologically advanced European nations came into contact with the indigenous African and Asian societies, they tended to dominate the people and their culture and exploit the natural resources of the region. In more recent times, developing nations have attempted to establish an independent identity.</p> <p><b>Social Change</b></p> <p>Inequities of resource allocation throughout the world have been an instrumental factor in determining the international order. As demands and availability of resources shift, so the balance of power in the world order changes.</p> <p><b>Perspective</b></p> <p>Human skills, knowledge and attitudes viewed as important by colonized people may not coincide with those perceived as important by colonial powers. Ethno-centric views (of both donors and recipients) may make aid given to emerging nations inappropriate.</p> <p><b>Resources</b></p> <p>The developed nations use a disproportionate percentage of the world's resources, contributing to scarcity in emerging countries.</p>	<p>Students shall develop proficiency in all skill areas including the following specific skills:</p> <p><b>Inquiry Skills and Examples</b></p> <ol style="list-style-type: none"><li>A. <i>Identify the elements of an issue</i> about institutional change in developing nations.</li><li>B. <i>Select appropriate techniques</i> to inquire into the impact of colonization and/or imperialism on Asian and African nations.</li><li>C. <i>Read and interpret materials</i> to find out where, when and why the areas under study were colonized.</li><li>D. <i>Compare and contrast points of view</i> when studying an issue from colonial/indigenous perspectives.</li><li>E. <i>Formulate generalizations</i>, after studying several examples, about why colonial powers established colonies in Africa and Asia.</li><li>F. <i>Formulate alternative solutions</i> open to a country for improving its economic situation.</li><li>G. <i>Create a plan</i> for how you or your school could assist individuals in Afro-Asian societies.</li><li>H. <i>Examine the appropriateness of the plan</i> in terms of competing value positions.</li></ol> <p><b>Participation Skills and Examples</b></p> <ol style="list-style-type: none"><li>A. <i>Express ideas</i> by making a point, but not dominating discussion.</li><li>B. <i>Interpret the ideas and feelings of others</i> sensitively by seeking to avoid stereotypes.</li><li>C. <i>Prepare a position</i> on ways in which Canadians should relate to people in Afro-Asian societies.</li><li>D. <i>Demonstrate a sense of sharing</i> of group aspirations, by attempting to relate the social issue to specific situations with which students are familiar.</li></ol>

# GRADE NINE — PEOPLE AND THEIR TECHNOLOGY

## Overview Of The Grade Nine Social Studies

*The Grade Nine social studies program is designed to help students explore and resolve some of the problems that arise when people shift from an agricultural to an industrial economy and then face the transition to a post-industrial society.*

**Topic A, Industrialization: Selected Market\* Economies,** involves students in decision-making relative to the effects of industrialization on lifestyles in Great Britain or the United States as these nations changed from agricultural to industrial societies during the 18th and 19th centuries, or Japan since World War Two. **Topic B, Industrialization: Selected Centrally Planned\* Economies,** focuses on issues relating to the influence of industrialization on lifestyles in countries with centralized (State) planning as they industrialized during the 20th century. Inquiry should focus on the U.S.S.R., Latin America and/or selected Arab States north of the Sahara. **Topic C, Industrialization: Canada,** features a study of the influence of industrialization on Canadians today.

While 25% of class time may be devoted to topics selected by students and teachers, there are three topics prescribed for study. Each topic must be allocated a minimum of four weeks of the total social studies class time. Topic A should be studied before Topic C.

\*In interpreting the terms "market" and "centrally planned", teachers should be aware that no specific country has a "pure" economy of one type or the other.



# GRADE NINE — PEOPLE AND THEIR TECHNOLOGY

## Topic A — Industrialization: Selected Market Economies

In this topic, students examine issues relating to the growth of industrialization in Great Britain and / or the U.S.A. in the 18th and 19th centuries and / or post-war Japan. When treating this topic, students should develop an understanding of the Industrial Revolution. However, the major concerns should be with the social and techno-economic aspects of industrialization, the growth and influence of organized labour, and ways that technology changed, and continues to change, the quality of life in societies with market economies. During inquiry for this topic, the relevance of major concepts to Canadian society today should be examined.

**GENERAL VALUE ISSUE: SHOULD TECHNOLOGY CONTINUE TO BE USED TO ATTEMPT TO ENHANCE THE DIGNITY OF MAN?**

**RELATED SOCIAL ISSUES AND COMPETING VALUES:**

*Advancement / Conservation* — Should modern societies curtail industrial and scientific development?

*Productivity / Equality* — Should monopolies be encouraged as a means of providing goods and services?

*Freedom / Public Control* — To what extent should business and organized labour be controlled by government?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
<p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none"> <li>• An understanding of values underlying such significant forces in the growth of market economies as the work ethic, unions, reform movements, child labour, and strikes.</li> <li>• An appreciation for the diverse ways in which people in market economies have attempted to make effective use of technology to achieve human dignity.</li> <li>• An ability to use knowledge of industrialization in market economies to reason about whether continued advances in technology will enhance human welfare.</li> </ul>	<p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p><b>Resources</b></p> <p>Industrialization represents a change in systems of production from human to mechanical. As part of industrialization, increases in demand for factors of production (land, labour, capital, etc.) have inevitably created scarcity of one factor or another. One attempt to deal with scarcity has resulted in the evolution of the classical “free enterprise” concept and its various modifications.</p> <p><b>Human Needs</b></p> <p>The increased production that has resulted from technological advances has led to an increase in leisure time for many people. This, in turn, has created demands for new goods and services. As traditional roles and institutions become less significant in highly industrialized societies, many people suffer alienation and loss of identity.</p> <p><b>Interaction</b></p> <p>As the tie between farm and home and the manufacture of goods was cut, and concentrations of men and machines grew, effective ways of resolving disputes between employer and worker had to be found. Today the interdependence of the parts of an industrial economy continues to encourage a search for equitable procedures to deal with labour-management relations.</p>	<p>Students shall develop proficiency in all skill areas including the following specific skills:</p> <p><b>Inquiry Skills and Examples</b></p> <ol style="list-style-type: none"> <li>A. <i>Describe the issue</i> in terms of key concepts (technology, industrialization, free enterprise, land, labour, strikes, capital, quality of life).</li> <li>B. <i>Formulate research questions</i> to explore historical antecedents to the issue.</li> <li>C. <i>Interview</i> representatives of business, labour and government to compare views about the role of government in industry today.</li> <li>D. <i>Compare points of view</i> on the social effects of the Industrial Revolution.</li> <li>E. <i>Formulate generalizations</i> about the relationship between industrialization and specialization.</li> <li>F. <i>Formulate alternative solutions</i> to the value issue on the basis of alternative perceptions of human dignity.</li> <li>G. <i>Create a plan of action</i> for use of leisure time in industrialized society.</li> <li>H. <i>Judge the worth of applying the plan</i> in personal lifestyles.</li> </ol> <p><b>Participation Skills and Examples</b></p> <ol style="list-style-type: none"> <li>A. <i>Support ideas logically</i> in describing a role change as a result of industrialization (e.g., children, women).</li> <li>B. <i>Demonstrate understanding of the dilemmas of others</i> as they attempt to make choices for work and leisure time.</li> <li>C. <i>Apply alternate roles</i> in simulating an employer/employee dilemma.</li> <li>D. <i>Assist in a group project</i> to relate conclusions about industrialization to an aspect of school life.</li> </ol>

# GRADE NINE — PEOPLE AND THEIR TECHNOLOGY

## Topic B — Industrialization: Selected Centrally Planned Economies

In this topic, students examine issues arising from the development and continued use of central planning for industrialization in the U.S.S.R., Latin America and/ or selected Arab States north of the Sahara during the 20th century. Major emphasis should be placed on how such industrialization influenced, and continues to influence, the lifestyles of people in the country(ies) selected for study.

**GENERAL VALUE ISSUE: SHOULD THE STATE CONTROL TECHNOLOGY SO AS TO PROVIDE FOR THE BASIC NEEDS OF ITS CITIZENS?**

### RELATED SOCIAL ISSUES AND COMPETING VALUES:

*Equality / Personal Profit* — Should the State own all the means of production?

*Personal Material Welfare / Social Welfare* — Should people display initiative where personal material profit is not allowed?

*Personal Freedom / Social Orderliness* — Should governments have the right to restrict personal freedoms in the interest of the State? (e.g., Should fingerprint records, census data and other personal information files be maintained by the State?)

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
<p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none"><li>• An understanding of how the values underlying societies with central planning have influenced the allocation of resources in those societies.</li><li>• An increased awareness of personal feelings about how different approaches to using resources provide, or do not provide, for human needs.</li><li>• An appreciation for the efforts of people in societies with centrally planned economies to improve their societies through government planning of the use of resources.</li><li>• An ability to reason about one or more specific issues involving approaches to planning for industrialization, and to make a choice about the relationships of different approaches to human welfare.</li></ul>	<p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p><b>Resources</b></p> <p>The purpose of an economic system is to allocate scarce resources. In a centrally planned economy, resources are allocated according to plans established by a central authority.</p> <p>Centrally planned economies are often developed when the elements necessary for rapid industrialization (capital, entrepreneurial class, technology) are not already available.</p> <p><b>Adjustment</b></p> <p>The successful introduction of new knowledge and technology depends upon its compatibility with the values of a society. Approaches to central planning have varied over time, and from one nation to another, in attempts to increase production, quality and efficiency.</p> <p><b>Power</b></p> <p>In countries with centrally planned economies, the State tends to own most of the natural resources, industry and commerce, and to operate mass communications systems. Economic decisions tend to be made by government planners, rather than by individuals and corporations. (Note that some Arab States in particular constitute interesting exceptions.)</p> <p><b>Identity</b></p> <p>Countries with centrally planned economies have tended to emphasize the welfare of the State above individual rights, freedoms, and welfare.</p>	<p>Students shall develop proficiency in all skill areas, including the following specific skills:</p> <p><b>Inquiry Skills and Examples</b></p> <ol style="list-style-type: none"><li>A. <i>Identify the elements of the issue</i> in terms of factual, social, definitional and value components.</li><li>B. <i>Select appropriate techniques and resources for research</i> into elements of the issue as it applies to a nation with a centrally planned economy.</li><li>C. <i>Read or interpret charts, tables, maps and graphs</i> for strategies used in the country studied to promote industrialization.</li><li>D. <i>Discriminate relevant from irrelevant data</i> in developing the concept "central planning".</li><li>E. <i>Relate the effects</i> of a command economy on aspects of daily life (e.g., consumerism, leisure time).</li><li>F. <i>Evaluate the lifestyles</i> of people prior and subsequent to the use of central planning.</li><li>G. <i>Create a simulation</i> to reflect views about the importance of individual initiative in the economy.</li><li>H. <i>Examine the appropriateness</i> of the simulation to a real-life economic situation.</li></ol> <p><b>Participation Skills and Examples</b></p> <ol style="list-style-type: none"><li>A. <i>Express a point of view</i>, by use of analogies.</li><li>B. <i>Listen to presentations</i> for and against centrally planned economies.</li><li>C. <i>Prepare a position statement</i> on the validity (or otherwise) of central planning.</li><li>D. <i>Assist in a group project</i> to carry out an activity using strategies appropriate to "central planning".</li></ol>

# GRADE NINE — PEOPLE AND THEIR TECHNOLOGY

## Topic C — Industrialization: Canada

In this topic, students inquire into issues related to the shifting locus of production as Canada moves from agrarian/ industrial to industrial/ post-industrial society. Possible themes for study include the history of industrial growth in Canada (an extension of Topic A), the effects of technological growth on the natural and social environments, and the ongoing effects of scientific and technological developments. Themes should be studied in the context of case studies selected from communications, agriculture, manufacturing, or transportation. At the conclusion of this unit, students should have a broad knowledge of some major features of Canadian geography.

**GENERAL VALUE ISSUE: SHOULD CONTINUED INDUSTRIAL GROWTH BE ENCOURAGED IN CANADA?**

**RELATED SOCIAL ISSUES AND COMPETING VALUES:**

*Nationalism / Freedom from Interference* — Should any industries (e.g., broadcasting) be nationalized in the interests of national welfare?

*Conservation / Material Welfare* — Should economic considerations outweigh environmental factors in the development of industry in Canada today?

*Traditional Ideology / Efficiency* — Should Canada use processes such as those employed by the Soviet Union to open up and develop the Canadian North?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
<p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none"> <li>• An understanding of the values reflected in different positions about how Canada's natural and human resources might best be used to meet human needs.</li> <li>• Positive feelings toward interdependence with the natural and social environments.</li> <li>• An ability to identify advantages and disadvantages of contrasting positions about industrialization in Canada, and to use this knowledge to judge the desirability of different uses of natural and human resources in Canada's present and future.</li> </ul>	<p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p><b>Environment</b></p> <p>As countries industrialize, industries tend to evolve from simple "processing" to diverse manufacturing and highly complex "fabricating" (i.e., assembling parts produced by a number of other manufacturers). Canadians live in an urbanized society in which the majority of people, activities, and institutions are found in cities. Major metropolitan centres increasingly dominate the commercial, political, and cultural life of the nation.</p> <p><b>Values</b></p> <p>Traditional societies tend to view nature as holistic; i.e., all things, including humans, are totally interdependent. Modern societies tend to separate humans from the rest of nature in a ruling and exploiting capacity.</p> <p>Our values help determine which technologies should be developed as fully as possible. Choices must frequently be made between the competing values of conservation and industrialization.</p> <p><b>Influence</b></p> <p>Advances in technology (e.g., travel, communications) have increased the contact, and therefore the mutual influence, of views and policies between different regions in Canada.</p>	<p>Students shall develop proficiency in all skill areas, including the following specific skills:</p> <p><b>Inquiry Skills and Examples</b></p> <ol style="list-style-type: none"> <li>A. <i>Paraphrase an issue</i> to encompass themes dealing with industrial growth in Canada.</li> <li>B. <i>Formulate research questions</i> to assess the effects of industrial growth on the lifestyles of Canadians in case studies of industries.</li> <li>C. <i>Read and interpret</i> maps of Canada and <b>Canada Yearbook</b> for locations of various industries, resources, and transportation routes.</li> <li>D. <i>Evaluate bias and/or emotionalism</i> associated with problems of industrialization (such as pollution, rapid urbanization).</li> <li>E. <i>Formulate generalizations</i> about the relationship between extent of industrialization and regional resources.</li> <li>F. <i>Predict the consequences</i> of encouraging and/or discouraging industrial growth in Canada's future.</li> <li>G. <i>Create a plan</i> to resolve an issue related to post-industrialization, such as "Should only one member of a household be permitted to hold a job in times of unemployment?"</li> <li>H. <i>Judge the worth of consequences</i> in terms of a value like "equal opportunity".</li> </ol> <p><b>Participation Skills and Examples</b></p> <ol style="list-style-type: none"> <li>A. <i>Adapt a communication</i> to interview selected representatives of business and labour.</li> <li>B. <i>Demonstrate understanding for the decisions made by group members</i> on the relative importance of environment and industry.</li> <li>C. <i>Prepare a position</i> on conservation vs. industrialization.</li> <li>D. <i>Demonstrate a sense of sharing</i> in creating a plan for Canada's future in an industry.</li> </ol>

# GRADE TEN — PARTICIPATORY CITIZENSHIP

## Overview Of The Grade Ten Social Studies

*The Grade Ten social studies program is designed to help students explore and resolve some of the issues which now confront the Canadian nation. Though the focus is on the contemporary aspects of issues, it is important that students have a comprehensive understanding of the historical antecedents to each issue. An understanding of Canadian government should also be developed as an integral aspect of inquiry into Grade Ten topics.*

In Topic A, **Human Rights in Canada**, students are required to examine issues relating to the rights and responsibilities of Canadian individuals and groups. Topic B, **Canadian Unity**, provides an opportunity for students to explore some alternative solutions to problems that Canadians face in trying to achieve unity. Topic C, **Canada and the World**, broadens students' perspectives about citizenship by involving them in decision-making about issues concerning Canada's relations with other nations of the world.

While 25% of class time may be devoted to topics selected by teachers and students, there are three topics prescribed for study. These three topics may be studied in any order. Each topic must be allocated a minimum of four weeks of the total social studies class time.



# GRADE TEN — PARTICIPATORY CITIZENSHIP

## Topic A — Human Rights in Canada

In this topic, students examine Canadian issues in which the political and civil aspects of human rights, both for individuals and groups, are at stake. Themes to be considered in the study of human rights issues should reflect contemporary and historical contexts and might include the following: freedom of speech (e.g., War Measures Act); protection against arbitrary actions by others (e.g., Human Rights Commission); the existence of an independent judiciary (e.g., role of the Ombudsman); technology (e.g., computers and privacy); language rights (e.g., Manitoba School Act); international human rights (e.g., Amnesty International).

**GENERAL VALUE ISSUE: SHOULD GOVERNMENTS GUARANTEE SOCIAL ORDER IN PREFERENCE TO INDIVIDUAL HUMAN RIGHTS?**

### SPECIFIC SOCIAL ISSUES AND COMPETING VALUES:

*Personal Freedom / Social Control* — How much freedom should individuals have and how much should society restrict personal freedoms? (e.g., Should fingerprint records, census data and other personal information files be regarded as an invasion of an individual's rights to privacy or essential for the national welfare?)

*Concern for National Welfare / Personal Freedom* — Should people have some inalienable rights?

*Competence / Tradition* — Should an individual's rights in society be restricted by personal characteristics? (e.g., By age? By education? By sex? By race? By offences against the law?)

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
<p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none"> <li>• An understanding of the diverse values that underlie human rights issues.</li> <li>• An ability to identify alternative positions in specific human rights issues and to make a choice between positions on the basis of questions* such as:           <ul style="list-style-type: none"> <li>— Am I willing to claim that anyone else in the same situation ought to make the same choice?</li> <li>— Am I willing to make the same choice, regardless of my role in the situation?</li> <li>— Am I willing to treat my choice as overriding other considerations?</li> <li>— Am I seriously prepared to act on my choice?</li> </ul> </li> </ul> <p>* Adapted from R.M. Hare's model of moral criteria.</p> <p>(Source: <i>Freedom and Reason</i>, London: Oxford University Press, 1963).</p>	<p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p><b>Institutions</b></p> <p>As a minimum condition for its existence a society establishes authoritative institutions that can make decisions which are binding on all the people, provide for resolution of dissent, and effectively enforce basic rules.</p> <p>The rights and responsibilities of individuals and groups have been dealt with in legislation at both the provincial and federal levels of government in Canada.</p> <p>The success of participatory government in Canada depends upon a well-informed citizenry seeking to make decisions about matters which affect them as individuals and groups.</p> <p><b>Values</b></p> <p>All societies have systems of social control. Conflicts arise between the values of individual liberty and social control when both are sought.</p> <p>Groups may be the victims of discrimination and prejudice because of values placed upon age, sex, race, religious or cultural differences.</p> <p><b>Influence</b></p> <p>Within democracies, freedom of speech is regarded as the most essential individual right since it is the root of the technique of persuasion.</p> <p>Attempts to expand human rights usually involve both persuasion and legislative force.</p>	<p>Students shall develop proficiency in all skill areas, including the following specific skills:</p> <p><b>Inquiry Skills and Examples</b></p> <ol style="list-style-type: none"> <li>A. <i>Describe an issue</i> in which individual freedom is/was in conflict with social control agencies.</li> <li>B. <i>Formulate research questions</i> for case studies of the dilemma of social control vs. individual freedom in Canadian history.</li> <li>C. <i>Conduct participant-observation</i> of a situation in which violation of human rights is perceived to occur. <i>Observe and listen</i> to AV materials to gain historical and international perspectives on human rights issues.</li> <li>D. <i>Compare and contrast points of view</i> to illustrate sources and types of prejudice and the consequences of discrimination (theories of prejudice).</li> <li>E. <i>Develop concepts</i> of "human rights" and "human responsibilities".</li> <li>F. <i>Analyze values inherent in alternative solutions</i> to historical human rights dilemmas.</li> <li>G. <i>Create a plan</i> to make people aware of a violation of human rights or responsibilities.</li> <li>H. <i>Judge the worth of consequences</i>, using criteria from Hare's model.</li> </ol> <p><b>Participation Skills and Examples</b></p> <ol style="list-style-type: none"> <li>A. <i>Express ideas</i> for a charter of human rights by using analogies to clarify points.</li> <li>B. <i>Demonstrate understanding of the needs of others</i> for both freedom and social control.</li> <li>C. <i>Prepare a position</i>, in understandable and persuasive terms, to contribute to a sense of mutual respect and tolerance.</li> <li>D. <i>Demonstrate a sense of sharing</i> in creating a plan to resolve a human rights issue, based on a specific value: e.g., equal respect for all persons, individual freedom, social welfare, etc.</li> </ol>

# GRADE TEN — PARTICIPATORY CITIZENSHIP

## Topic B — Canadian Unity

In this topic, students examine issues of continuing significance to Canadian unity. Issues to be analyzed should pertain to two or more of the following themes: multiculturalism, separatism, federalism, regional disparity, and constitutional reform. Commonalities and differences in the political, economic, geographic and socio-cultural goals and lifestyles of Canadians should be emphasized.

Students should be encouraged to recognize the various approaches that Canadians and their governments have taken historically and are taking today, in dealing with issues. Emphasis should be given to how individuals can interact with institutions and processes of government to influence government decisions in Canada today.

**GENERAL VALUE ISSUE: SHOULD THE CONCEPT OF REGIONALISM / PROVINCIALISM BE REGARDED AS INCOMPATIBLE WITH THE MAINTENANCE OF NATIONAL UNITY?**

**RELATED SOCIAL ISSUES AND COMPETING VALUES:**

*Charity / Ownership* — To what extent, and in what ways, should the endowed and more economically advanced regions of Canada support regions that are less endowed and economically advanced?

*Provincial Autonomy / National Power* — Should constitutional changes be made to satisfy the needs and wants of individual provinces of Canada?

*National Unity / Ethno-Cultural Self-Determination* — Should the people of English Canada do everything in their power to ensure that Quebec does not separate from the rest of Canada?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
<p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none"> <li>• An understanding of different value positions associated with major influences on Canadian unity.</li> <li>• A respect for the needs, interests, and perspectives of people from all regions of Canada.</li> <li>• An ability to identify value positions underlying issues involving Canadian unity and to create solutions that are consistent with principles of justice.</li> </ul>	<p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p><b>Resources</b></p> <p>Changes in technology and industrialization have altered the pattern of regional disparities in Canada over time. Governments may also intervene to influence such disparities.</p> <p>Provincial economies based on production of primary products tend to have fewer opportunities for division and variety of labour than those based on manufacturing.</p> <p><b>Identity</b></p> <p>Pluralism in Canada tends to promote identification with a group holding values similar to the individual's, thus weakening the sense of national collectivity.</p> <p><b>Interaction</b></p> <p>There has been a continuous readjustment of power between the provinces and the national government within the Canadian federal system.</p> <p>Participatory government in Canada makes available a variety of means by which citizens can influence government decision-making.</p> <p><b>Inquiry</b></p> <p>In recent years, increasing emphasis has been placed on interprovincial and provincial-federal strategies of action to identify, analyze, and assess issues of significance to Canada's provinces and regions, and the Canadian nation.</p>	<p>Students shall develop proficiency in all skill areas, including the following specific skills:</p> <p><b>Inquiry Skills and Examples</b></p> <ol style="list-style-type: none"> <li>A. <i>Identify the value, factual, definitional and policy elements in two of the major social issues concerning Canadian unity.</i></li> <li>B. <i>Formulate research questions to increase understanding of the historical background to these issues.</i></li> <li>C. <i>Interpret historical documents relating to the issues.</i> <i>Record historical data to make comparisons and detect trends through the development of generalizations.</i></li> <li>D. <i>Evaluate different points of view regarding the value of multiculturalism to Canadian society, examining supporting evidence, bias and emotionalism.</i></li> <li>E. <i>Generalize about the commonalities among social issues being researched.</i></li> <li>F. <i>Formulate alternative solutions and list probable consequences of each.</i></li> <li>G. <i>Create a plan of action for constitutional amendment to implement one proposed solution.</i></li> <li>H. <i>Examine the appropriateness of the plan in terms of consistency with competing value positions.</i></li> </ol> <p><b>Participation Skills and Examples</b></p> <ol style="list-style-type: none"> <li>A. <i>Support ideas logically to build a group definition of "national unity".</i></li> <li>B. <i>Listen to expressions of ideas and feelings of individuals and groups on preferences for Canadian federalism.</i></li> <li>C. <i>Organize activities to share data and derive a plan of action based on the data.</i></li> <li>D. <i>Demonstrate a sense of sharing in contributing to a clarified "Canadian consciousness".</i></li> </ol>

# GRADE TEN — PARTICIPATORY CITIZENSHIP

## Topic C — Canada and the World

This topic enables students to broaden their perspective of citizenship by providing opportunities for examination of issues which result from Canada's involvement in the global community of nations. Such issues have their basis in peace and security, immigration, international trade and foreign investment and scientific and cultural exchanges. Inquiry should incorporate Canada's involvement in the Commonwealth, the United Nations, N.A.T.O., N.O.R.A.D., the Colombo Plan, G.A.T.T., I.M.F., international sporting events, and relations with the United States.

**GENERAL VALUE ISSUE: SHOULD GLOBAL INTERDEPENDENCE BE REGARDED AS INCOMPATIBLE WITH NATIONAL INTERESTS?**

**RELATED SOCIAL ISSUES AND COMPETING VALUES:**

*National Prosperity / Canadian Way of Life* — Should Canada welcome unlimited foreign investment? Should Canadians invest in the economies of other countries?

*Nationalism / Internationalism* — To what extent should Canadians strive to create an "internationalist" image?

*Tolerance / Loyalty* — Under what circumstances should Canada trade with countries whose ideologies represent values in conflict with Canadian values?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
<p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none"> <li>• An understanding of value positions that underlie Canadian roles in the international community.</li> <li>• An acceptance of the need to develop skills for effective citizen involvement in community endeavors at the local, provincial, national and international levels.</li> <li>• An ability to reason about one or more issues involving Canada's global relationships and to evolve policies that attempt to satisfy the needs, and to meet the priorities of Canadians and people throughout the global community.</li> </ul>	<p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p><b>Influence</b></p> <p>The status of Canada in foreign affairs has largely been achieved through Canada's role in international agencies such as the Commonwealth and the United Nations.</p> <p>The goal of internationalism tends to balance the pressures upon Canadian foreign policy from major allies.</p> <p><b>Human Needs</b></p> <p>A basic aim of the foreign policy of any nation is the security of its citizens.</p> <p>Canada has sought to protect the physical needs of Canadians by participating in tariff conferences with a view to stimulating its foreign trade.</p> <p>The dependence of the Canadian economy upon the export of both natural resources and manufactured goods has shaped Canada's unique perspective on efforts to alter structures in international trade.</p> <p><b>Environment</b></p> <p>The extensiveness of Canada's land and sea borders has made involvement in international environmental agencies an important element of Canadian foreign policy.</p> <p>Canada's geographic location has been a basic determinant of the main direction of policies for defence and trade.</p>	<p>Students shall develop proficiency in all skill areas, including the following specific skills:</p> <p><b>Inquiry Skills and Examples</b></p> <ol style="list-style-type: none"> <li>A. <i>Paraphrase an issue pertinent to Canada's involvement in the global community of nations, using current affairs descriptions.</i></li> <li>B. <i>Select appropriate resources for research using the Canadian Periodical Index (or equivalent).</i></li> <li>C. <i>Read and interpret statistical data from maps, graphs and/or tables.</i></li> <li>D. <i>Evaluate arguments to determine whether or not supporting evidence is adequate.</i></li> <li>E. <i>Summarize the key sub-issues pertinent to the selected problem (based on the limited evidence examined).</i></li> <li>F. <i>Formulate and evaluate alternative solutions in terms of their consequences for national/ international ideals.</i></li> <li>G. <i>Create a plan of action to implement the solution adopted.</i></li> <li>H. <i>Assess the process of inquiry in terms of extent to which the chosen solution accommodates all available data.</i></li> </ol> <p><b>Participation Skills and Examples</b></p> <ol style="list-style-type: none"> <li>A. <i>Express ideas on the issue(s) in a panel discussion.</i></li> <li>B. <i>Interpret the expressions of ideas and feelings of others in a simulation of an international dialogue.</i></li> <li>C. <i>Prepare a position using skills of negotiation.</i></li> <li>D. <i>Assist in a group project to organize a plan of action to increase global consciousness at a local level.</i></li> </ol>

# GRADE ELEVEN — PATTERNS OF CHANGE

## Overview Of The Grade Eleven Social Studies

*Our present era is one in which traditional ideas, rules, and practices are constantly challenged and new worlds of ideas are finding meaning and application. It is a world of less certainty and greater change than most periods in previous history. The Grade Eleven social studies program is designed to help students understand this process of change and develop the attitudinal and decision-making tools needed to manage and control it in the future.*

In Topic A, **Case Studies from the Past**, students develop a process for analyzing change and apply it to a selection of historical case studies. In Topic B, **Case Studies of Contemporary Societies**, students apply the process developed in Topic A to identify and examine global issues in a variety of contemporary international settings.

While 25% of class time may be devoted to topics selected by teachers and students, two topics are prescribed and should be taken in order. Each topic must be allocated a minimum of four weeks of the total social studies class time.



# GRADE ELEVEN — PATTERNS OF CHANGE

## Topic A — Case Studies from the Past

Topic A requires students to develop a process for examining social change. The process might constitute questions that deal with the nature of change; causes of change; resistance to change from within and without; evolution and revolution as strategies for initiating, managing and controlling change; consequences of change; and evaluation of change.

The process should then be applied to two or more case studies in which students examine struggles for political liberty, religious tolerance and social equality in evolutionary and revolutionary settings in European and North American history. The following should be considered by students and teachers in selecting case studies: The Renaissance; Reformation; Growth of Parliament; Scientific Revolution; Absolutism; American Revolution; French Revolution; Growth of Nationalism.

**GENERAL VALUE ISSUE: SHOULD CHANGE BE ENCOURAGED AS A MEANS OF IMPROVING THE HUMAN CONDITION?**

**RELATED SOCIAL ISSUES AND COMPETING VALUES:**

*Tradition / Faith in Society's Ability to Solve its Problems* — Should the lessons of history be used to reject change?

*Personal Freedom / Social Welfare* — Should authoritarian means ever be used to create changes that disrupt the lives of individuals?

*Social Orderliness / Immediate Satisfaction of Needs* — Should evolutionary change be regarded as more desirable than revolutionary change?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
Student shall develop personal growth in the following value-related areas: <ul style="list-style-type: none"><li>• An understanding of alternative value positions regarding the relationship of social change and human dignity in major historical eras and events.</li><li>• An appreciation of the knowledge that can be gained through analyzing the social thinkers of the past.</li><li>• An ability to reason about one or more specific issues involving social change, and to make a defensible judgment as to how social change has affected the human condition.</li></ul>	Students shall acquire information to develop interpretations of the following concepts and generalizations: <p><b>Social Change</b></p> <p>Change brings about change. Change in one area has a "ripple effect" in bringing about change in other areas.</p> <p>Violent changes frequently occur in societies where arrangements for peaceful change are restricted. However, most social change tends to occur incrementally rather than abruptly.</p> <p><b>Perspective</b></p> <p>The individual's perception of the rate of change is often different from the overall degree of change in society.</p> <p><b>Institutions</b></p> <p>Institutions tend to have a conservative, stabilizing influence on society.</p> <p>Societies which support the concept of progress usually provide peaceful avenues of change within and through their institutions.</p> <p><b>Adjustment</b></p> <p>Throughout history, faith in intelligence and reason have rescued Western society from long periods of social turmoil and provided the foundations for subsequent social orders.</p> <p>When a new economic class becomes dominant in a society the values of that class tend to become dominant in the culture.</p>	Students shall develop proficiency in all skill areas, including the following specific skills: <p><b>Inquiry Skills and Examples</b></p> <ul style="list-style-type: none"><li>A. <i>Paraphrase an issue</i> using data from a variety of first-hand descriptions.</li><li>B. <i>Formulate research questions</i> to examine the concept of "change" in selected historical case studies.</li><li>C. <i>Read and interpret</i> historical print materials to gather data relevant to case studies.</li><li>D. <i>Categorize changes</i> in a society as either internally initiated or caused by outside factors.</li><li>E. <i>Formulate generalizations</i> about the nature of change in society by relating causes and effects of change in specific situations.</li><li>F. <i>Formulate solutions</i> to the issue and justify the proposed solution according to different human values.</li><li>G. <i>Create a plan</i> for determining the desirability of implementing policies to control the direction of social change.</li><li>H. <i>Assess the process</i> in terms of apparent validity, and modify as necessary for further application.</li></ul> <p><b>Participation Skills and Examples</b></p> <ul style="list-style-type: none"><li>A. <i>Adapt a communication</i> to build consensus on a process for examining social change.</li><li>B. <i>Interpret the ideas and feelings of others</i> regarding the efficacy of change in improving the human condition.</li><li>C. <i>Apply alternate roles</i> in acting out a classical dilemma in Western history.</li><li>D. <i>Assist in group projects</i> by co-operating effectively in a case study.</li></ul>

# GRADE ELEVEN — PATTERNS OF CHANGE

## Topic B — Case Studies of Contemporary Societies

In Topic B, students apply the process for examining change developed in Topic A to one or more contemporary global issues arising from relationships between resources and population. Inquiry could be undertaken by examining forces like economic growth, trends in world population, food supply, natural resources, and energy and the environment.

The revised model should then be used to analyze case studies from contrasting contemporary societies: e.g., China, India, Tanzania, Brazil, Italy, Japan, West Germany, France. The study of this topic should enable students to make judgments about the kinds of attributes that Canadians need to live in a world society that is subject to rapid material change, and to reflect upon these attributes in the context of their own lives.

**GENERAL VALUE ISSUE: SHOULD NEW SYSTEMS OF SOCIAL THOUGHT BE DEVELOPED FOR DEALING WITH CONTEMPORARY WORLD ISSUES OF RESOURCES AND POPULATION?**

**RELATED SOCIAL ISSUES AND COMPETING VALUES:**

*Material Achievement and Progress / Pride in Culture* —

Should underdeveloped nations emulate the procedures for change used by developed nations?

*National Prosperity / Welfare of Mankind* — Should there be international controls for pollution?

*Humanitarianism / National Self-Reliance* — Should there be a global system to control the production and distribution of food?

*Pride in Culture / Physical Survival* — Should survival be more important than ideals and traditions?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
<p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none"> <li>• An understanding of contrary values that create different perceptions of the desirability of change within a society.</li> <li>• Increased ability to cope with uncertainty in today's world.</li> <li>• An ability to evaluate alternative solutions to resource and population issues, in terms of the conflicting criteria of global survival and optimum individual well-being.</li> </ul>	<p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p><b>Environment</b></p> <p>The physical resources of any nation are only one element in the environment affecting the population which that society can maintain. Level of technology, flexibility of culture, and trading patterns may be equally or more significant.</p> <p>Comparisons of productivity and population growth in a sampling of countries reveal negative correlations.</p> <p><b>Human Needs</b></p> <p>Predictions for the future suggest that increased world population will aggravate economic and social problems facing the world today. The main issues of the future are projected to include the feeding, clothing, housing, education, and employment of growing numbers of people.</p> <p>The concept of "poverty level" has an upward level which is relative, and varies from culture to culture, and a lower level which is absolute and applies to all nations.</p> <p><b>Perspective</b></p> <p>All cultures view reduction in death rate as desirable, but wide differences exist between cultures regarding "acceptable" technology for encouraging it (e.g., medicine, family planning).</p> <p>Inquiries into the relationship between resources and population based upon Western rationalism may not explain non-Western viewpoints satisfactorily.</p>	<p>Students shall develop proficiency in all skill areas, including the following specific skills:</p> <p><b>Inquiry Skills and Examples</b></p> <ol style="list-style-type: none"> <li>A. <i>Describe an issue</i> to include reference to key concepts like population growth, economic growth, food supply, resources depletion and environmental concern.</li> <li>B. <i>Select appropriate techniques and resources</i> to provide data about trends in each of the areas of global concerns.</li> <li>C. <i>Read and interpret</i> graphs and tables showing trends in economic growth, world population, food supply, and natural resource use.</li> <li>D. <i>Compare and contrast</i> viewpoints in relating social philosophies to specific human problems.</li> <li>E. <i>Generalize by inferring cause and effect relationships</i> between systems of production and demography.</li> <li>F. <i>Formulate alternative solutions and predict the consequences of each.</i></li> <li>G. <i>Create a plan</i> to resolve a global issue and evaluate the implications of the plan in terms of competing human values.</li> <li>H. <i>Decide whether to culminate inquiry or to extend into new situations.</i></li> </ol> <p><b>Participation Skills and Examples</b></p> <ol style="list-style-type: none"> <li>A. <i>Express ideas clearly</i> in designing and simulating a meeting of national leaders to discuss a global issue.</li> <li>B. <i>Listen to alternative points of view</i> on the issue(s) and accept the dilemmas of others seeking to resolve the issue(s).</li> <li>C. <i>Negotiate to influence others</i> to one's personal position on the responsibility of Canadians in a global issue.</li> <li>D. <i>Assist in a group project</i> to raise awareness of the relationship of the human condition to human dignity, in specific situations and globally.</li> </ol>

## Overview Of The Grade Twelve Social Studies

*The Grade Twelve social studies program is designed to equip students with a world view that is consistent with the age of internationalism in which we live. At the completion of their twelve years of social studies education, students should have a sense of interdependence with their social and physical environments, and a commitment to informed participation in national and international affairs.*

In Topic A, **The Ideologies of Nations**, students examine global issues pertaining to the alternative political and economic systems that are evident on the international scene. In Topic B, **Co-operation and Conflict Among Nations**, students examine conflict and co-operation as methods for resolving international issues. Students reflect upon some alternative ways of re-establishing the international order and decide upon actions indicative of a personal commitment to a “better world”.

While 25% of class time may be devoted to topics selected by students and teachers, there are two topics prescribed for study. These may be taken in any order. Each topic must be allocated a minimum of four weeks of the total social studies class time.



This topic is designed to encourage students to investigate the characteristics, principles, and underlying values of the major competing economic and political systems in the world today, and to acquire skills and sensitivities appropriate to taking an active part in resolving current political and economic issues. On completing the unit, students should have an understanding of the basic political and economic ideologies of the 20th century, and of the relationships of Canada's political and economic systems to global structures, institutions, and ideologies.

Political systems studied should cover the political spectrum and include representative democracy, democratic socialism, communism, fascism, etc.

Economic systems studied should include market, centrally planned, and mixed economies.

**GENERAL VALUE ISSUE: HOW SHOULD CITIZENSHIP BE DEFINED FOR THE REMAINING YEARS OF THE 20TH CENTURY?**

**RELATED SOCIAL ISSUES AND COMPETING VALUES:**

*Personal Freedom / Concern for National Welfare* — To what extent should political and economic systems emphasize individual freedom and group welfare respectively?

*Laissez-Fair / Welfare of Mankind* — Should multinational corporations be accountable to international agencies?

*Humanitarianism / National Prosperity* — Under what circumstances (if any) should a country trade with those nations which violate human rights?

*Personal Freedom / Devotion to Principle* — Should all citizens be required to take an active part in the political life of their community?

#### VALUE OBJECTIVES

#### KNOWLEDGE OBJECTIVES

#### SKILL OBJECTIVES

Students shall develop personal growth in the following value-related areas:

- An understanding of the human values underlying major forms of economic and political organization in the world today.
- A willingness to accept and internalize, or reject, new value positions as evidence is presented.
- An ability to reflect upon life goals and apply them in resolving specific issues relating to different conceptions of citizenship in the global community.

Students shall acquire information to develop interpretations of the following concepts and generalizations:

##### **Resources**

All societies operate from a position of scarcity and must devise political and economic policies accordingly. During industrialization, the range and complexity of ideologies in the global community have increased.

##### **Power**

Different views of the ideal distribution of power in a political system derive in part from differing views of the nature of man.

Systems of political thought may also arise out of certain aspects of wealth, the economic system, areas of land suitable for the support of society, and possibilities for trade.

##### **Adjustment**

Political and economic systems are continually modified through the tension between the theory to which the society is committed and the changing nature and needs of that society.

##### **Values**

Nations reflect in their foreign policies the basic values which they espouse in their domestic affairs.

In defining "world citizenship" assumptions must be made about the nature of man-in-society:

- that individuals can "sense" that they have real global neighbours who share common problems and meanings;
- that personal self-interest and global survival may be at odds;
- that nation-states may not be able to solve global issues;
- that short-term solutions may not solve long-term problems.

Students shall develop proficiency in all skill areas, including the following specific skills:

##### **Inquiry Skills and Examples**

- A. *Define the social issue* in terms of value, factual, definitional, and policy elements.
- B. *Formulate appropriate research questions* (for application to a representative sample of case studies) to analyze the range of political/economic patterns of organization.
- C. *Read and interpret* primary source documents, applying the research questions.
- D. *Analyze and evaluate source materials* in terms of: credibility of source, emotional appeals, propaganda devices, use of statistical information, fallacious arguments, etc.
- E. *Formulate tentative generalizations* about the relationship of political and economic ideologies to a human value, e.g., universal justice.
- F. *Develop a concept* of citizenship to reflect ideological differences in the world today.
- G. *Create a plan of action* to heighten involvement in the political life of the community.
- H. *Examine the appropriateness of the plan* by consulting resource persons.

##### **Participation Skills and Examples**

- A. *Support ideas logically* to build consensus on a solution to the issue.
- B. *Demonstrate understanding for the decisions of others* in defining world citizenship on the basis of a human value.
- C. *Apply rules of procedure* in simulating a parliamentary debate on an issue relating to ideologies.
- D. *Assist in group projects* designed to increase the "sense of human community" in school situations.

# GRADE TWELVE — GLOBAL PERSPECTIVES

## Topic B — Co-operation and Conflict Among Nations

In this topic, students examine the concepts of international co-operation and conflict during the 20th century. Emphasis should be placed on the nature of relationships among nations, rather than on a litany of wars.

When studying international co-operation, students should focus on trade pacts, appeasement, agreements in the areas of science, education and culture, and agreements regarding the conduct of wars. When examining international conflict, students should analyze the nature and causes of major 20th century conflicts as well as military alliances, limited war, embargos, blockades, terrorism and arms races (nuclear, chemical, and biological). Canada's role in these relationships throughout the 20th century should be given particular attention.

**GENERAL VALUE ISSUE: SHOULD WORLD GOVERNMENT BE INSTITUTED AS THE BEST MEANS OF ENSURING HUMAN SURVIVAL?**

### RELATED SOCIAL ISSUES AND COMPETING VALUES:

*Nationalism / Welfare of Mankind* — Should nations be required to subject themselves to international laws and tribunals?

*Patriotism / Reverence for Life* — Should nations ever resort to war as a means of settling their differences or should they pursue peace at any cost?

*Concern for National Welfare / Welfare of Mankind* — Should any means possible be developed to ensure victory in war (e.g., biological and chemical warfare, arms race)?

*Power/ Equality* — Should all countries have equal representation in the U.N. regardless of size, wealth, and power?

VALUE OBJECTIVES	KNOWLEDGE OBJECTIVES	SKILL OBJECTIVES
<p>Students shall develop personal growth in the following value-related areas:</p> <ul style="list-style-type: none"> <li>• An understanding of the relationship of human motivations, needs and characteristics to the concepts of global co-operation and conflict.</li> <li>• An acceptance of responsibility for life and the support systems that enhance life.</li> <li>• The ability to apply knowledge of global issues to predict consequences of international co-operation and conflict, and to make choices that are consistent with universal principles of human survival and dignity.</li> </ul>	<p>Students shall acquire information to develop interpretations of the following concepts and generalizations:</p> <p><b>Institutions</b></p> <p>Institutions and abstract forces like alliance systems, nationalism, and militarism, represent one dimension of causes of conflict; the human dimension, particularly the personalities of leaders, is also of crucial importance.</p> <p>The 20th century has witnessed significant attempts to reach agreement on conventions for the conduct of international relations. The U.N., as an association of states designed to maintain international peace and promote global welfare, has contributed substantially to this goal.</p> <p><b>Values</b></p> <p>Nations have traditionally been prepared to use whatever means were necessary for their survival.</p> <p>The danger of nuclear war has made it necessary for nations to tolerate ideological differences, since the potential scale of destruction threatens to destroy the values for which war has traditionally been fought.</p> <p><b>Identity</b></p> <p>Nations have tended to be motivated first and foremost by national concerns. In the 20th century, repeated attempts have been made to balance the interests of nationalism with the duties of internationalism.</p>	<p>Students shall develop proficiency in all skill areas, including the following specific skills:</p> <p><b>Inquiry Skills and Examples</b></p> <ol style="list-style-type: none"> <li>A. <i>Describe the issue</i> by identifying major international concerns related to conflict and co-operation.</li> <li>B. <i>Establish research questions</i> to relate issues of conflict and co-operation to different levels of application (e.g., circle of friends, culture group, global).</li> <li>C. <i>Read and interpret historical materials</i> to record successes and limitations of international agencies in the 20th century.</li> <li>D. <i>Analyze and evaluate political cartoons</i> to determine symbolism used, and to identify points of view for human welfare.</li> <li>E. <i>Summarize</i> the purposes of existing international agencies in areas encompassing defence, trade, arts, science, human rights, religion, etc.</li> <li>F. <i>Formulate alternative solutions</i> to specific conflict situations. <i>Predict the consequences</i> of alternative solutions for national and global survival.</li> <li>G. <i>Create a plan</i> for world government and evaluate in terms of physical, social, and ethical conditions.</li> <li>H. <i>Assess the process</i> by comparing with processes used in previous units of study.</li> </ol> <p><b>Participation Skills and Examples</b></p> <ol style="list-style-type: none"> <li>A. <i>Express ideas and views</i> on the issue in written, verbal and visual forms.</li> <li>B. <i>Listen to the expressions of feelings of resource persons</i> about personal experiences in situations involving human conflict.</li> <li>C. <i>Identify shared beliefs</i> for human welfare on the basis of persuasion, compromise, and consensus.</li> <li>D. <i>Provide support</i> for a group activity to improve efficacy in selected citizen participation skills.</li> </ol>









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